

## Behaviour policy and statement of behaviour principles

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### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide **guidance** to staff, parents/carers, governors and other stakeholders on how to best support our students to self-regulate, manage their behaviour and feel safe so that they are ready to learn
- Demonstrate a **consistent approach** to how we encourage and model positive behaviour that is based on making 'good' choices
- Summarise the **roles and responsibilities** of different people in the school community with regards to how we manage behaviour and encourage our students to make positive choices

### 2. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Mental Health and Behaviour in Schools 2018](#)
- 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. Our Beliefs

At The Park our students have learning difficulties and additional needs. The additional needs can include ADHD, Down's Syndrome, Autistic Spectrum Disorders, communication disorders, sensory and physical needs and Social, Emotional and Mental Health needs. With our holistic and child-centred approach to learning we understand that the needs of our students are paramount and with this in mind, our approach to promoting positive behaviour must be focused on equipping both staff and students to use strategies to support self-reflection and self-regulation. We believe that:

- All our learners have learning difficulties and other complex needs which may impact on how they learn to regulate and manage their behaviour.
- Staff work closely with parents/carers and other professionals to develop strategies as part of a holistic behaviour support plan to support students to self-regulate and manage their behaviour positively.
- Behaviour is a means of communication – we must support our students to communicate safely and appropriately to a trusted member of staff when they are struggling with managing their behaviour.
- With the right support and intervention students can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all our learners are at different stages of the developmental process.
- How students behave gives us important information about how they are feeling. Therefore, we focus on their communication style, sensory and emotional needs and social interaction in order to better understand the behaviour that is being displayed in order to support them.

### 4. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence and Sexual harassment
- 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
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 5. Behaviour Expectations

At The Park School our expectations are that as a community we:

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

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

Mobile phones and other electronic items are handed in at the start of the school day and handed back at the end of the day.

## 6. Quality of relationships

We understand that the relationships we have with one another is a key factor when managing behaviour and encouraging positive relationships. This is why we ensure that good social behaviour is modelled from all adults within the school community. It is important that:

- Staff actively build trust and rapport that is earned through daily communication
- Staff have high expectations for all students appropriate to their level of ability and we support them to achieve
- Students are treated with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults listen respectfully to students and make a judgement about how/when to respond
- Consideration is given to why a student is behaving in a particular way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand
- Consequences are in place as a response to particular behaviours, both desirable and undesirable
- Adults keep their word when communicating with students – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened
- All staff endeavour to maintain positive relationships with parents and carers. It is important to reflect and plan with parents/carers to ensure consistency in approaches between home and school. Should a student be placed on a Behaviour and Support Plan, they need to be shared with parents/carers and regularly reviewed. If any form of restraint had to be used to keep a student safe during their school day, this needs to be shared with parents/carers the same day
- All staff create and maintain positive relationships with other professionals. It is important to ensure we work collaboratively with other therapists and professionals working with students to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also the tutor team's responsibility to share any needed information or strategies with the whole school to ensure consistency in strategies which will enable students to succeed in self-regulating and managing their behaviour in lessons and around school.

## 7. Quality of provision

We understand that meeting the needs of our students will in turn help to create positive behaviour. Therefore, we understand the need to:

- Value all students as individuals
- Accurately assess and understand the students' needs by referring back to their EHCPs and minutes from their Annual Reviews
- Know their sensory processing difficulties and have appropriate strategies and resources available to support students to access sensory strategies that may allow them to de-escalate and return to a state of better regulation

- Plan to meet individual students' range of needs specific to their personalised plans e.g. medical, equipment, staffing and sensory needs
- Support students to develop high levels of resilience and have high expectations for every student
- Develop students' self-esteem so that they believe that they can succeed
- Give positive reinforcement when things are going well and reflective feedback for low level undesirable behaviours. We focus on what we want the student to do rather than not do
- Know what motivates each learner and use this as positive reinforcements
- Personalise learning to ensure that we meet each student at his/her point of development and learning
- Give students feedback on their progress in a supportive way that makes sense to them, focusing particularly on what they are doing well and the next steps they need to take in order to further progress
- Praise students for their specific achievements, i.e. descriptive/verbal praise and do this often
- Actively teach students what behaviour for learning looks like.

## **8. Quality of the classroom**

We understand that the way staff manage the classroom plays a key factor in creating an environment that supports positive behaviour choices and is conducive to learning. It is important that:

- Class rules are few; agreed with learners; communicated in a way that students understand including visual cues; referred to regularly and stated positively.
- Routines are consistent and support our students to understand expectations, manage anxiety and self regulate in order to engage in learning positively.
- Descriptive praise is used regularly to reinforce the behaviour we would like to see. For example: "Thank you for putting your diary on the desk...I like that you asked for a movement break when you needed it"
- Our students are given the tools to support their communication and social interactions whilst learning. For example, strategies given by Speech and Language therapists.
- The environment is organised and has the appropriate visual cues
- Students' sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (fidget toys, adapted seating etc).
- Students learn to recognise when they are becoming dysregulated (label emotions and feelings) so they can ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Staff monitor physical and emotional well-being of students and recognise signals of being distressed, unwell, in pain or upset.

## **9. Encouraging positive behaviour**

We encourage our students to make positive choices through the language we use at The Park. To support our students to take responsibility for their actions, we focus on action and consequence for both positive and negative choices. This helps our students to regard mistakes as learning and increases their sense of responsibility.

### **Rewards**

- Descriptive praise.
- House Points
- Log Book scores
- Social Postcards
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g. Chill Out Zone, Homelodge, choosing time).

## **10. Responding to negative behaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that negative behaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident

identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following responses to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

There is a strong focus the behaviour choices the students make and consequence.

- It is important for our students to clearly link a specific behaviour with its consequence
- The consequence needs to be a natural consequence, to support the student's understanding of both positive and negative consequences.
- It is also important for adults to review what has happened. Was there anything that could have been done differently to support this student to manage?

## 11. Safeguarding

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

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## 12. Students with exceptional behaviour needs

We recognise that there will always be students whose needs may be more extensive than the majority of our cohort. In such circumstances, further planning and support must be in place in order to help these students to self-regulate and manage their behaviour choices.

We ensure that:

- Staff work in line with this policy and follow The Park School Behaviour Stages **see Appendix 3**
- Additional support will be in put in place and tailored to the specific needs of each student.
- Pastoral meetings are attended on a weekly bases where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed.
- Observations take place in a range of contexts, including home visits.
- Routines/strategies are explored in more detail and shared with the whole school staff.
- Positive Behaviour Support Plan including risk assessment detailing action to be taken when identified behaviour occurs. This is shared and agreed with the student, parent and other staff/professionals working with the student. **See example of Positive Behaviour and Support Plan in Appendix 4**
- We actively seek additional resources from beyond the school, e.g. CAHMS, EP support, ACT Therapy referral, Children & Young People with Disabilities Service (Social Care) and medical specialists.

## 13. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Racial	Racial taunts, graffiti, gestures
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 and can include texting

Bullying will not be tolerated at The Park School. **Please refer to our Anti Bullying Policy for full details.** If you have a concern about bullying please make contact with the school immediately and speak to the Form Tutor in the first instance. All concerns will be responded to within 24 hours and a meeting offered within 48 hours.

#### 14. Discriminatory language and/or behaviour

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from the Senior Leadership Team.
- They must be recorded appropriately on Arbor, including all follow-up action.
- Some students use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful towards one another.
- Depending on the nature of the incident a Prevent referral might need to be made to C-SPA, who may feel that a 'Channel Panel' referral will be necessary. In the instance of such referral the student's needs will be considered and both students and parents will be supported appropriately and positively with the understanding of the vulnerability to radicalisation that may be faced.

#### 15. Physical Intervention

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's Physical Intervention book.
- An Individual Risk Assessment and Positive Behaviour Support Plan will need to be carried out or updated to consider new behaviour. If staff feel this could occur again, a meeting is to be held where parents/carers sign a risk assessment and agreement.
- Physical interventions which have been successful must be shared with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the student arrives home.
- Once the incident has been de-escalated and the student is regulating well again the tutor team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the student.

#### 16. Exclusions

##### Fixed Term Suspension

We do not believe that suspension are the most effective way to support students with SEND therefore we do our best to personalise learning to meet the individual needs of our students. However, in exceptional circumstances it may be necessary to do so. This will always be considered very carefully involving tutor teams and the Senior Leadership Team.

Exceptional circumstances include but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents involving physically and verbally aggressive behaviour to students or staff
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property
- Incidents involving the use of racist or discriminatory language

Decisions to exclude are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the student. Exclusions can also be managed internally, and a learner may be removed from class for a fixed period of time.

### **Permanent Exclusion**

It is extremely rare for a student to be permanently excluded from The Park.

In the event that we are unable to meet the needs of a student we will always work closely with the student's family and the local authority to identify a suitable alternative placement.

## **17. Roles and Responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

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

### **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.

## **Students**

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

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Students will be supported to develop an understanding of the school's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying Policy

## **Appendix 1: Written statement of behaviour principles**

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

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

## **Appendix 2 Responding to Behaviour**

### **Reasonable force**

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents



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

## **Confiscation, searches, screening**

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

### **Confiscation**

Any prohibited items (knives or weapon, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or 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) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

### **Searching a student**

Searches will only be carried out by a DSL or DDSL (Designated Safeguarding Lead or Deputy Designated Safeguarding Lead). The DSL or DDSL carrying out the search will be of the same sex as the student, and there will be two staff present with one as a witness to the search.

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

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

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

If a member of staff considers a search to be necessary they will notify the DSL or DDSL who will conduct the search if necessary. During this time the student will be supervised and kept away from other students.

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

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

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

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

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will try to determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student'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 students' possessions**

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

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

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

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

### **Informing the designated safeguarding lead (DSL)**

If the search is carried out by a DDSL they should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Where possible parents will be notified before a search is carried out and consent gained. If this is not possible they will be informed of any search 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 student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student 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 student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school

can't get in touch with the parents, 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 student'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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

- The student 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 student's decision and it will be signed by the appropriate adult. No more than 2 people other than the student 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 student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

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

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 student(s) who have been strip searched more than once and/or groups of students 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.

### **Off-site misbehaviour**

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

### **Online misbehaviour**

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

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

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

### **Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will 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 relevant member of the SLT 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.

### **Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - 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.

### **Malicious allegations**

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

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

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

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

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

### **Supporting students following a sanction**

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

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## Training

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

- Behaviour management and de-escalation strategies
- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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 students are identified by this analysis, the school will review its policies to tackle it.

## Appendix3 : Behaviour Management and Support Processes Flow Chart

The intention of the process is to have students engaged and learning at all times. Some students will need a more personalised programme. At any point on the process the student has the chance to get their behaviour right and back on track.

**All stages would be followed up with a note or phone call home**

Stage 1	Stage 2
5 minutes time out of lessons after a reminder and a warning	Informal parent meetings with Pastoral Lead and/or form tutor
Reflection for 5 minutes at lunch or break	Formal parent meeting with Pastoral Lead to write behaviour plan
Work completion for 10 to 15 minutes of lunch	Half day removal from classroom and meeting with parents and Pastoral Lead
Complete work with a senior teacher away from group	Full day removal from classroom and meeting with parents and Pastoral Lead
Students meeting between tutor and pastoral lead	Formal Meeting with parents, Headteacher and Pastoral Lead
Monitoring sheet	Half Day fixed term suspension with re-entry meeting
Student meeting with HT and pastoral lead	Full Day Fixed term exclusion with re-entry meeting
	Longer Fixed Term Exclusion with re-entry meeting
	Permanent Exclusion

Appendix 4: Behaviour and Support Plan

STUDENT DETAILS		
<b>Student's name:</b> <b>Attendance this year:</b> <b>Current RA:</b>	<b>Year group/tutor:</b>  <b>Current SA:</b>	<b>End of year target:</b>
<b>Is the student subject to a child protection plan? Yes/no</b>		
<b>Historical context of student's behaviour and current concerns:</b> <i>Give a relevant but precise history of the student relating to this risk assessment so that it is helpful to understand the context and depth of risk.</i> <b>Why is this student on a behaviour plan?</b> <b>Criteria for moving off the plan</b>		

**Risk Assessment**

Type of risk	Possible behaviour leading to the risk	Risk Rating: H=High, M=Medium, L=LoW			Strategy to minimise the risk
		Likelihood of risk	Severity of risk	Overall Risk	
Risk to self					
Risk to students					
Risk to staff					
Risk to environment					

**Interventions and Monitoring**

Area of intervention need	Action(s)	Monitored by

**Review**

<b>Review Dates: Please note dates this risk assessment has been reviewed and any necessary changes made.</b>					
<b>Review date:</b> <b>Signed:</b> <b>Changes:</b> <i>Added in new staff member</i>  <b>Communicated:</b>	<b>Review date:</b> <b>Signed:</b> <b>Changes:</b> <i>Added in new behaviours and new risks as a result of ...</i> <b>Communicated:</b> <i>via internal email and face to face</i>	<b>Review date:</b> <b>Signed:</b> <b>Changes:</b> <i>None – reviewed as part of team meeting</i>  <b>Communicated:</b> <i>via team meeting – all present.</i>	<b>Review date:</b>	<b>Review date:</b>	<b>Review date:</b>