Behaviour Policy

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.

Document Controls

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Contents

1. Aims

This policy aims to:

- Outline the principles that underpin the work undertaken by leaders and other staff across the BLP family of schools to promote excellent pupil behaviour

- Outline the importance of systems, structures and routines in establishing and maintaining strong, positive, and inclusive learning environments

- Summarise the roles and responsibilities of different people in our School communities with regards to ensuring excellent behaviour

- Provide a consistent approach to leading on behaviour across our Schools, in line with our values-driven ethos

- Define what we consider to be acceptable and unacceptable behaviour in our trust

- Outline how pupils are expected to behave

- Outline our approach to rewards and sanctions

2. Behaviour Principles

Our approach to managing behaviour across our Schools is underpinned by our Behaviour Principles:

- All pupils, staff and visitors have the right to feel safe at all times in our Schools.

- Appropriate behaviour is the foundation upon which pupils can make the greatest progress.

- Our Schools are inclusive. All members of a School's community should be free from discrimination of any sort.

- All policies are underpinned by our Trust values of Equality, Resilience, and Integrity.

- All staff must take responsibility for applying the Behaviour Policy as required

- School rules and expectations are clearly set out and communicated at each school.

- Sanctions for unacceptable behaviour will be known and understood by all staff and pupils and consistently applied in a way which preserves dignity and respect towards all individuals

- Violence, threatening behaviour or abuse by pupils or parents towards staff will not be tolerated and will receive an immediate appropriate sanction which may be a suspension or exclusion.

- The Behaviour policy will set out the Schools' responses to inappropriate behaviour.

3. Culture and Standards

As a family of Schools each of our Schools has its own identity, but shares a common purpose: to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative.

BLP Schools are built on strong cultures that are welcoming, warm and inclusive. Our Schools are places where pupils behave with consistently high levels of respect and regard for others. They are polite and have good manners; they wear their uniform smartly with pride. Our pupils are proud of their Schools and play a highly positive role in

them. They are part of a School culture in which pupils are able to learn disruption free, difference is valued and celebrated, and bullying, harassment and violence are never tolerated.

We support our pupils to develop consistently positive attitudes and demonstrate commitment to their education, to be highly motivated and remain positive in the face of difficulties. We support them on the pathway to becoming increasingly independent through the development of resilience and self-regulation, and in developing intellectual resilience. Our pupils are given every opportunity to make a highly positive, tangible contribution to the life of their School and/or the wider community.

We expect our pupils behave consistently well, demonstrating high levels of self-control and we have unapologetically high expectations. However, we are also clear that if pupils struggle to meet our expectations it is our role to support them, taking intelligent, fair and highly effective action to enable them to become successful in their education and to fulfil their potential.

We recognise that our Schools serve different communities and that our Schools need to be welcoming and meet the needs of these communities.

4. Systems, Structures and Routines

School Leaders

School Leaders ensure that the BLP Behaviour principles are embedded in the systems, structures and routines that they put in place to provide the frameworks that help them create calm and orderly environments for staff and pupils.

These environments allow and encourage good pupil behaviour, both during structured (lesson) and unstructured time (break/lunch) as well as promoting and developing positive habits. Leaders create and manage whole-School behaviour systems and structures that ensure:

- Pupils and staff feel safe and secure at all times during all School activities.

- Systems, structures and routines are simple, clear and consistently followed by all staff. These are deliberately taught to staff and pupils to ensure that they are understood by all.

- Staff are trained in proactive approaches to behaviour management and employ these so that learning time is maximised and pupils have the best chance to succeed.

- Teachers can deliver effective lessons employing appropriate pedagogy that is inclusive and allows all learners to access the curriculum whilst maintaining high expectations.

- Leaders can create and maintain a culture, both in and outside of lessons, in which excellent behaviour is the norm and both staff and pupils understand their responsibility for explicitly teaching, modelling, promoting and developing positive learning behaviours. These behaviours include, but are not limited to, resilience and self-regulation.

School Staff

School staff at all levels contribute to ensuring good pupil behaviour, both during structured and unstructured time as well as teaching, promoting and creating situations where pupils can develop positive learning and life habits.

This is best achieved by:

- Planning and using highly effective School routines and systems during both structured and unstructured times that are appropriate for the educational phase and developmental stage of the pupils.

- Creating and maintaining an engaging environment that encourages pupils to be focused, attentive and active participants.

- Deliberately and methodically teaching the routines and systems that will be used in School and displaying the pupil code of conduct, rules or reminders of behaviour management techniques that are used within the School.

- Clearly explaining how pupils can be successful.

- Providing additional guidance, structure and support where necessary to ensure that all pupils can benefit from the calm and orderly environments that the routines and systems can create.

- Employing effective pedagogy that is both inclusive and also embodying high expectations, allowing all learners to access the curriculum.

- Building a focused and productive climate for learning, in which behaviours falling short of expectations are consistently addressed and corrected; and restorative conversations harnessed to enable pupils and adults to better understand and respond to conflict.

- Ensuring pupils and their parents/carers understand, and can see, the relationship between their choices about learning behaviour and their learning outcomes.

- Developing 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 other ways

- Highlighting and promoting positive behaviour

- Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption, in line with School procedures and policies

- Using positive reinforcement to promote positive behaviours for learning

5. *Legislation and statutory requirements*

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

- Behaviour and Discipline in Schools

- Searching, Screening and Confiscation at School

- The Equality Act 2010

- Use of Reasonable Force in Schools

- Supporting Pupils with Medical Conditions at School

- The Special Educational Needs and Disability (SEND) Code of Practice

- Suspension and Permanent Exclusion from maintained schools, Schools and pupil referral units in England, including pupil movement

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
- paragraph 10 requires the school to have an anti-bullying strategy

This policy will be published online, along with our Anti-bullying policy.

6. Definitions

Each of our Schools will regularly and deliberately teach its pupils about both acceptable and unacceptable behaviours in education and in society. This will be achieved through planned induction activities at the start of the academic year, through assemblies and in class times, through working with partners and by the pastoral teams in our Schools.

Acceptable behaviour

These include, but are not limited to:

- Being polite and respectful
- Being kind to others
- Being on time
- Having good attendance
- Listening to others
- Helping and supporting others
- Behaving sensibly in corridors and at unstructured times
- Following instructions
- Appropriate use of social media and electronic communication
- Wearing the correct uniform
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed

Unacceptable behaviour

These include, but are not limited to:

- Disruption behaviour
- Truancy
- Refusing to follow reasonable instructions
- Use of mobile phones by pupils
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform

- Breaches of the School rules

- Any form of bullying

- Harmful Sexual Behaviour which is any unwanted sexual behaviour that causes humiliation, pain, fear, intimidation or upset

- Verbal or physical assault on either staff or pupils

- Vandalism

- Theft

- Fighting/acts of physical violence towards others

- Racist, sexist, homophobic or other discriminatory behaviour

- Any other behaviour deemed unacceptable by the Headteacher

Prohibited items.

These include, but are not limited to:

- Knives or weapons

- Illegal drugs

- Stolen items

- Tobacco, E cigarettes, cigarette papers or any smoking related materials

- Fireworks

- 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)

Our Schools will ensure that parents/carers are aware of rules and expectations that apply in their setting as well as what constitutes acceptable and unacceptable behaviour. This will be achieved by ensuring that this policy and local procedures are available online on the School website as well as in hard copy upon request.

Leaders within our Schools will explain the School's expectations to all parents/carers of prospective pupils during engagement events as part of transition and through information provided as part of the admissions process.

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, and difficult to defend against.

We will ensure our Schools to be warm and welcoming in which bullying is never acceptable. All pupils have the right to attend without fear of harassment or prejudice. We explicitly teach pupils about bullying through the curriculum, through assemblies and tutor time activities and emphasise its impact on both the bully and the victim. We ensure that pupils that are victims of bullying are supported through the pastoral system and ensure that those that engage in bullying behaviours are educated about its effect on others and provided with the advice and guidance needed to ensure that they behave in more socially acceptable ways in the future.

Though our Schools are aiming to change the behaviour of the perpetrators of bullying, BLP also supports and encourages the use of sanctions in response to bullying. This is particularly true where bullying is persistent and the

range of supportive interventions that have been used have failed to bring about the required changes in behaviour.

Details of BLP's approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How pupils, parents and staff can report incidents of bullying

- How the School investigates allegations of bullying

- Potential sanctions, making reference to this policy where applicable

- How the School supports pupils who have been bullied, and those vulnerable to bullying

- Whole-School proactive strategies to prevent bullying

- How the School trains staff and governors in preventing and handling bullying

7. Roles and Responsibilities

All members of BLP, regardless of role, have a responsibility for promoting and maintaining positive behaviour.

Specific roles are as follows:

Trustees
- Set and ensure clarity of vision, Christian ethos and strategic direction for the Trust including the vision and direction for behaviour in all of our Schools

- Approve trust wide policies (including the behaviour policy) and review these as appropriate

- Ensures that all aspects of the behaviour policy promote equality for all pupils and address individual needs.

Trust Executive Team
- Ensures that the BLP Behaviour Principles, vision, and values of the trust are developed and embedded in all of the Trust Schools

- Ensures that behaviour in our Schools is regularly and effectively monitored and senior leaders are supported to develop and implement effective behaviour procedures and practices

- Provides support and challenge to senior leaders about the use of exclusions to ensure that all reasonable steps are taken to support pupils prior to exclusion.

Local Governance
- Monitor and evaluate the implementation of the policy by receiving reports and data and challenging School leaders as appropriate.

- Support the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

School Leaders
- Lead on the development of positive learning cultures that embed the BLP Behaviour Principles

- Frame systems, structures and routines that promote positive behaviour, inclusion and good attendance.

- Monitor sanctions to ensure that they are consistent and so that both effective strategies and concerns can be highlighted effectively.
- Support the practical strategies of the policy by communicating effectively with parents and outside agencies, providing appropriate class grouping and timetable arrangements, and allocating appropriate resources.

Teachers

- Ensure that the policy and procedures developed and used in their School are consistently and fairly applied.
- Use teaching approaches that encourage positive behaviour.
- Prepare lessons that support all pupils in their learning, ensuring they can access the curriculum appropriately.
- Model the expectations the School has for pupils.
- Be proactive in dealing with disruptive behaviour and in identifying early causes for concern.
- Encourage the development of social, emotional and behavioural skills.
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.

Support Staff

- Provide support programmes for identified individuals and groups.
- Communicate under Headteacher guidance with parents/carers regarding concerns and provide advice or support for families.
- Monitor individuals or groups to allow for early intervention and review the support provided and the impact that this has.
- Evaluate progress of individuals through reports to the Senior Leadership Team.
- Ensure that the policy is applied consistently.

Parents and Carers

- Support their child in meeting the expectations of their School.
- Inform the School of any changes in circumstances that may affect their child's behaviour.
- Support the School in carrying out sanctions and celebrating success.
- Discuss any behavioural concerns with staff at the School so that effective support can be put in place.

Pupil

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

8. Rewards and sanctions

Rewards

Our School Leaders will develop systems that are phase appropriate and embrace the unique nature of the Schools in which they are used. Pupils, staff and parents/carers will be made aware of these systems and the rewards that are used through regular communication, displays in the School and through celebration events.

Rewards that are used by BLP Schools to recognise great work and effort may include, but are not limited to;

- Verbal praise
- Written praise in exercise books
- Merit/Achievement/House Points
- Golden Tickets
- Work of the week awards
- Positive postcards
- Reward badges/stickers
- Letters or phone calls home to parents/carers

Sanctions

When pupils demonstrate unacceptable behaviour a response to this behaviour will occur. These responses may have various purposes including

- Deterrence – sanctions can be effective deterrents for specific pupils or as a general deterrent for all pupils
- Protection – keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be immediate or after assessment of risk.
- Improvement – to support pupils to understand and meet the behaviour expectations

Sanctions are an important tool for maintaining good order and the calm learning environments pupils deserve but also help pupils learn what is right and wrong, what is acceptable and unacceptable in School and society in general. Sanctions are not punitive; they provide staff the opportunity to work with the pupils to correct behaviour and help the pupil take responsibility for their actions. When pupils demonstrate unacceptable behaviour, School leaders, teachers, and support staff will always ensure that any sanction is fair, proportionate and appropriate in any given situation. When sanctions are required, the lowest level sanction that will bring about the required change in behaviour and help the pupil learn what to do differently in the future will be used.

As with rewards, leaders in our Schools will develop sanction systems that are appropriate to the educational phase that they serve. Whilst restorative practices can be beneficial in supporting pupils to recognise the impact of the actions upon others, they are not a sanction in themselves and a sanction should be issued.

Sanctions that are used by BLP Schools include, but are not limited to;

- A verbal reprimand

- Demerits/Behaviour points

- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime

- Letters or phone calls home to parents

- Internal Reflection/Correction

- Restriction of activity (e.g. playing for an School team)

- Fixed Term Suspensions (FTS)

- Permanent Exclusion (PEX)

In Early Years our Schools adopt a positive behaviour management system which focuses on positive reinforcement, supporting the children to make good decisions. Staff use appropriate language to support children in their decision making. In EYFS our Schools provide a separate 'thinking space' within the classroom to enable children to consider their actions before re-joining the rest of the class. In EYFS we encourage emotional resilience and articulacy through class discussions and encouraging the children to recognise and manage their feelings effectively.

Some BLP Schools use a removal system in response to serious or persistent breaches of this policy during lesson times. This offers pupils important 'time-out', and also allows other pupils the opportunity to learn without disruption. Pupils that are removed from lessons will continue to follow the curriculum and will complete the same work as they would in class or, if this is not possible, will be provided with appropriate work for their age and ability. In addition to completing work during the period of removal pupils will be supported with their behaviour, be provided with the opportunity to reflect and consider how they can avoid the same behaviours in the future. If necessary, they will be provided with strategies that will help them do so.

Details about how behaviour systems work in each of our Schools are set out locally in each school's behaviour procedures.

Fixed Term Suspension and Permanent Exclusion

Fixed term suspensions and Permanent exclusions are the highest levels of sanction that a School can employ and will only be used as a last resort. BLP Schools actively seek to prevent suspensions through proactive approaches to behaviour leadership and management.

Our Schools have systems and procedures in place to identify pupils whose behaviour is causing concern, or emerging behaviours that are starting to cause concern, and will act early to ensure that these pupils are provided with the support and guidance that they need to prevent these behaviours escalating. A range of possible strategies that might be used to support pupils are outlined in Appendix 1.

Our Headteachers will explore all possible ways of addressing the misbehaviour of a pupil before considering a fixed term suspension or permanent exclusion.

Where a suspension or permanent exclusion is being considered the Headteacher will consider the impact that this action will have on the pupil and the School as a whole. Key to this is understanding the pupil and any underlying reasons for the behaviours that have been seen. To ensure that this is the case our Headteachers must follow the BLP Exclusion policy which includes taking the following actions before issuing either a suspension or permanent exclusion:

- Accounts are collected from pupils involved, other witnesses and staff

- The Designated Safeguarding Lead is consulted and consideration is made about whether an exclusion will place a pupil at risk

- If the pupil being considered for exclusion has SEND or any disability the following must be taken into account.
  - Children with SEND may not necessarily have a disability. The definition of disability is not the same as the definition of special educational needs but there may be overlap between those who have SEND and those who are disabled.
  - Have reasonable adjustments been made to the provision offered the child? (page 11 of the DfE Guidance and the SEND Code of Practice (May 2015) and the Equality Act (2010), references the expectations regarding "reasonable adjustments"

Only when all of the above steps have been taken and the information provided has been reviewed will the Headteacher decide what action will be taken in accordance with the BLP Exclusion policy.

Our Schools will work with the CEO / executive team once they identify that a pupil is at risk of permanent exclusion to try and prevent this. Decisions around permanent exclusions must also be reviewed with the BLP CEO before making a final decision to permanently exclude.

9. Offsite Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the School, such as on an School trip or on the bus or on the way to or from School.

10. Monitoring and Evaluation

Rewards and sanctions will be monitored to provide School leaders and staff with information about how well the behaviour policy is working. Schools will also monitor the use of rewards and sanctions to ensure that there is no conscious or unconscious bias in the way that they are used and that no group, or groups, are treated unfairly as a result of the behaviour policy, procedures and systems that have been put in place. Rewards and sanctions data will be analysed by:

- Gender
- Ethnicity
- SEND
- Disadvantage (determined by pupil premium eligibility)
- Age

11. Use of reasonable force

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their leadership team and governing body when they have used force appropriately.

Pupil support

The Trust 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 scaffolded accordingly.

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.

We will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

We will create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

- The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular: Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

- If a pupil has an Education, Health and Care 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 any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

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

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

- Training for staff in understanding conditions such as autism.

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

12. Searching, Screening and Confiscation

Confiscation

Any prohibited items (listed on page 6) found in pupils' possession will be confiscated. These items will not be returned to pupils. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed on page 6 or any other item that the school rules identify as an item which may be searched for.

All statutory guidance set out in Searching, Screening, and Confiscation, 2022 and detailed below must be adhered to in carrying out searches of pupils.

Schools will also confiscate any item which is harmful or detrimental to School discipline. The Schools will define what these are. School leaders will review their lists of items for confiscation regularly and will update these as required. These items will be returned to pupils or their parents after a period of time set by leaders in the School and if appropriate.

Mobile phones will be confiscated by school if seen and returned to parents after a period of time set by leaders in the school. School staff will ensure that, where confiscated items will be returned, parents/carers and pupils are informed of when the period of confiscation will end and how the item will be returned.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation as follows:

- The Headteacher/DSL has statutory power to search pupils and possessions if there are reasonable grounds to suspect pupils have prohibited or illegal items.

- Searches may also be carried out by members of staff authorised by the Headteacher/DSL.

- All authorised staff will be up to date with screening and searching procedures as laid out in government guidance

- When conducting searches, the Headteacher/DSL will consider the age and ability of pupils and make reasonable adjustments where necessary.

- Where possible searches will be conducted with the pupil present and away from other pupils (unless there is reason to believe that significant harm could happen if we wait).

- All searches will be witnessed by another member of staff.

- 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:

  o 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

  o 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

  o 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

The school can search a pupil for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a pupil possesses any of the following items or any illegal items identified by law:

- knives and weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- cigarettes

- e-cigarettes

- lighters and matches

- fireworks

- pornographic images

- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

The safer schools police officer will always be informed on the discovery of any illegal or dangerous item and efforts will be made to work with the police to determine where the item(s) came from.

The school will use a metal detecting hand held wand where appropriate and deemed necessary by the Headteacher or DSL. This is to support the well-being and safety of all staff and pupils in the building.

Searches will be carried out by two authorised members of staff and by staff members of the same gender as the pupil, the pupil present as a witness. Searches that require physical contact or use of force will always be a last resort. In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a pupil's underwear or skin.

Staff will confiscate and retain a pupil's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the pupil at the end of that lesson

- returning the item to the pupil at the end of that day

- escalating the issue to a member of the year team / senior leadership team

- discussing with the pupil's family about how best to return or dispose of the item

Retention of, damage to or disposal of a pupil's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

The DSL will be informed of all searching incidents (inc those where no prohibited items are found, and an accurate record kept of all search incidents (even if no prohibited item is found). We will endeavour to inform parents as early as possible, with as much detail as possible (including why the search was carried out, what was found and follow up support) if a search has been carried out on their child.

Screening

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the pupil's absence will be treated as unauthorised. The pupil should comply with the rules and attend.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

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.

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.

The academy follows all DfE guidance for searching, screening and confiscation which can be found here:

Searching, Screening and Confiscation - Advice for Schools

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.

13. Training

Our staff are provided with training on managing behaviour through the continuing professional development sessions planned and delivered in each School. Additional training and support can be accessed through the Educational Standards team and by accessing inclusion focused CPD sessions offered centrally by the trust.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- The PSHE policy
- Anti-Bullying policy

Appendix 1 - Pastoral support strategies

Pupils who have challenging behaviour often need additional support to help them meet the expectations of the School or society at large. The following is a list of strategies that may be used:

- Class report
- In class monitoring by senior staff
- Positive Behaviour report
- Meetings with parents/carers
- Nurture based intervention
- Short term blended learning approach
- Learning support unit
- Behaviour for Learning programme
- Supervised Time Out/Reflection
- Acceptable Behaviour Contract (ABC)
- Pastoral / Behaviour Support Plan (PSP)
- Mentoring
- SEND referral
- Additional classroom support
- Therapeutic support
- Counselling
- Referral to outside agency
- Use of cognitive behavioural approaches e.g. zones of regulation
- Alternative Provision
- Temporary reduction to timetable

The list of pastoral strategies is regularly reviewed and updated.

(The list of available strategies may vary from School to School and area to area depending on the phase of education and availability of external resources. Schools can provide a complete list of support strategies that they can access upon request).