# Behaviour Policy

| Policy Owner: | Director of Inclusion |
|---|---|
| Approved by: | Trust Board |
| Last reviewed: | January 2025 |
| Next review due by: | January 2026 |

**Due to the evolving nature of The CAM Academy Trust, procedures behind this Policy will be reviewed and amended accordingly to reflect changes.**

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.

**The excellence principle:** Educational provision must be excellent. Reasonable or even 'Good' is not good enough. We seek the very best education for all pupils in our schools.

**The international principle:** All our schools have a clear international emphasis in their educational provision both within and beyond the formal curriculum. This is crucial as part of any meaningful education and because it is crucial for the positive functioning of all societies.

**The comprehensive principle:** We are clear that all pupils of all abilities and backgrounds can thrive and make excellent progress in the same school. We believe that pupils benefit from sharing their education with diverse groups of pupils.

**Our Trust Principles**

**The partnership principle:** Our schools work in partnership with others for mutual benefit. The partnership principle goes beyond the Trust and our schools will work with other schools as there is benefit to all in doing this.

**The community principle:** Our schools are at the heart of their communities. This is characterised by the 'Henry Morris' vision for schools. Our schools provide value to their communities providing facilities and services available to all. We prioritise the wellbeing of members of our community, including our staff.

**The broad education principle:** We offer a broad educational experience. This includes strong provision of the arts, sport and digital education as well as academic subjects. We see personal development, well-being, leadership, creativity and citizenship for every pupil as core to educational provision.

**Aims**

This policy aims to:

- Outline the principles that underpin the work undertaken by leaders and other staff across the Trust 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
- Define what we consider to be acceptable and unacceptable behaviour in our trust, including bullying
- Outline how pupils are expected to behave
- Outline our approach to rewards and consequences

## Culture and Standards

Each of our schools has its own identity but shares a common purpose: to ensure pupils achieve and thrive and reach their potential.

The CAM Academy Trust 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. We support our pupils to be polite and have good manners; to wear their uniform smartly with pride. We want our pupils to be proud of their schools and play a highly positive role in them. They will be part of school cultures 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 have positive attitudes and demonstrate commitment to their education. We support them in being highly motivated and remaining positive in the face of difficulties. We support them on the pathway to becoming increasingly independent through the development of resilience and self-regulation. Academically, we also support them 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.

Our pupils behave consistently well, demonstrating high levels of self-control. We have unapologetically high expectations - our pupils deserve this. 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 support them in being highly successful in their education and reaching their potential.

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

The cultures in our schools create the conditions necessary for pupils to excel in all areas of school life, to aspire for the highest standards of both behaviour and attendance and to be proud of the school community to which they belong.

## Systems, Structures and Routines

### School Leaders

School Leaders ensure that the Trust 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 learning and life habits. Leaders create and manage whole-school behaviour systems and structures that ensure:

- Pupils and staff feel safe and secure at all times and during all school activities.
- Systems, structures, and routines that 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*

All staff across the Trust implement and follow the systems, structures and routines that have been developed to ensure good learning cultures are established. School leaders actively support teachers to develop their knowledge and understanding of the systems, structures and routines used in their schools so that they can employ them consistently and effectively. School staff at all levels are instrumental in 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 (lesson) and unstructured (break/lunch) times that are appropriate for the educational phase and developmental stage of the pupils that they are used with.
- Creating and maintaining an engaging environment that encourages pupils to be focused, attentive and active participants in lessons.
- 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 and achieve rewards in lessons.
- 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, when learnt and used, will create.
- Employing effective pedagogy that is both inclusive and embodying high expectations, allowing all learners to access the curriculum whilst maintaining high expectations.
- Building a focused and productive school 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:

    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear, simple routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting positive behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption, in line with school procedures and policies
    o Using positive reinforcement and intrinsic and extrinsic rewards to promote positive behaviours for learning

**Legislation and statutory requirements**

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

- Behaviour and discipline in schools: advice for principals and school staff, 2016
- Behaviour in schools: advice for principals 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, schools and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, schools 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 schools should publish their behaviour policy and anti-bullying strategy

This policy will be published online, along with our Anti-bullying policy and complies with our funding agreement and articles of association.

**Definitions**

Each of our schools will regularly and deliberately teach its pupils about both acceptable and unacceptable behaviours including those that are acceptable/unacceptable in school and in society at large. This will be achieved through planned induction activities at the start of the

academic year, through assemblies and in class times, through PSHE lessons, through working with partners such as the Safer School Partnership and by the pastoral teams in our schools.

*Acceptable behaviour* includes, but is not limited to:

- Being polite and respectful
- Being kind to others
- Being on time
- Having good school attendance
- Listening to others
- Helping and supporting others
- Behaving sensibly and safely in corridors and at unstructured times
- Following instructions, normally at the first time of asking
- Appropriate use of social media and electronic communication
- Acceptable use of personal electronic devices (Sixth form settings only)
- Wearing the correct uniform
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed

We will make reasonable adjustments for pupils with SEND but all of our pupils deserve us to have high expectations of them, so they can be supported to achieve and thrive.

*Unacceptable behaviour* includes, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Truancy
- Eating or drinking outside of designated areas
- Refusing to follow reasonable instructions
- Chewing gum
- Use of mobile phones by pupils in primary and secondary settings
- Non-completion of classwork or homework
- Being impolite
- Incorrect uniform
- Breaches of the school rules
- Any form of bullying
- Harmful Sexual Behaviour (HSB) which is any unwanted sexual behaviour that causes humiliation, pain, fear, intimidation or upset. This may include but is not limited to:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment
  - Sharing nude or semi-nude images
- Verbal or physical assault on either staff or pupils
- Vandalism
- Theft
- Fighting/acts of physical violence towards others
- Smoking or vaping

- Racist, sexist, homophobic or other discriminatory behaviour
- Any other behaviour deemed unacceptable by the Principal and communicated to parents/carers

***Prohibited items.*** These include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping devices
- 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)

## Mobile phones

Many young people own a mobile phone and often parents believe that allowing their child to have a phone helps them to stay safe. At the Trust we understand this, and our schools have clear guidance on mobile phones that they will share with parents regularly to ensure that mobile phones do not have a negative impact on school life at our schools. Although we recognise that many young people will have a mobile phone with them during the school day, and that technology can be a great aid in some circumstances, we believe that mobile phones are often distracting when used during the school day and do not help young people learn and achieve their full academic potential. As a result, Trust schools do not permit pupils to use their mobile phones on site during the school day (including break times and lunch times) for any reason including checking or sending messages, checking the time, searching the internet, playing games, taking photos, making calls or for any other reason. Mobile phones should be switched off and out of sight during the school day. Some of our schools may have systems, such as lockers, for keeping mobile phones safely away during the school day. Should a pupil need to contact a parent or carer staff will enable them to do so by making a landline available if the need is genuine. This will be at the discretion of staff and permission granted on a case-by-case basis. Our schools have clear rules about mobile phones and pupils using phones during the school day may have them confiscated.

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 is available online via 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 literature that they will be provided as part of the admissions process.

## Bullying

We want our schools to be warm and welcoming. Bullying is never acceptable. All pupils have the right to attend school without fear of harassment or prejudice. We deliberately teach pupils

about bullying through the curriculum and through assemblies and tutor time activities. We teach 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, the Trust 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.

**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 |
| Prejudice-based and discriminatory, including:<br><br>Racial<br>Faith-based<br>Gendered (sexist)<br>Homophobic<br>Transphobic<br>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 |

Details of our trust'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
- Consequence procedures, 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

## Roles and responsibilities

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

Specific roles are as follows:

### *Trustees*
- Set and ensure clarity of vision, ethos and strategic direction for the trust including the vision and direction for behaviour in all of our schools
- Approve trust wide statutory policies (including the behaviour policy) and review these as appropriate

### *Trust executive*
- Ensures that the trust principles and vision is 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 being used

### *Local Advisory Boards*
- 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 attending disciplinary panels for pupils and their parents when there are serious concerns.

### The Principal and the Senior Team
- Lead on the development of positive learning cultures that embed the principles of the Trust
- Frame systems, structures and routines that promote positive behaviour, inclusion and good attendance.
- Provide training and support for staff that ensures the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual needs.
- Ensure that the policy is implemented fairly and that the underlying issues that may cause poor behaviour are identified. Where there are underlying causal factors for poor behaviour The Principal and senior team are responsible for ensuring that these are considered when deciding which actions to take in response. This particularly includes pupils with special educational needs, or where pupils may have undiagnosed needs.
- Monitor consequences and rewards 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: dealing with serious issues, setting up and leading teams i.e. Inclusion team, SEND team, Attendance team, communicating effectively with parents and outside agencies, providing appropriate class grouping and timetable arrangements, allocating appropriate resources to support the systems.

### Teachers
- Ensure that the policy and procedures used in their school are consistently and fairly applied.
- Use teaching approaches that encourage positive behaviour.
- Build positive, warm relationships with pupils
- Prepare lessons that support all pupils in their learning, ensuring they can access the curriculum appropriately.
- Model, in their own actions, the expectations the school has for pupils.
- Act in the first instance in dealing with disruptive behaviour and in identifying early causes for concern.
- Ensure that policy and procedures are applied consistently outside the classroom as well as in lessons.
- Communicate with parents/carers regarding concerns and provide advice or support

### Support Staff
- Build positive, warm relationships with pupils
- Model, in their own actions, the expectations the school has for pupils.
- Provide support programmes for identified individuals and groups as required
- Communicate with parents/carers regarding concerns and provide advice or support.
- Monitor individuals or groups to allow for early intervention and review the support provided and the impact that this has.
- Evaluate support for individuals through reports to the Senior Leadership Team.
- Ensure that policy and procedures are applied consistently outside the classroom as well as in lessons.

### Educational and Admin Support Staff
- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Build positive, warm relationships with pupils
- Provide role models for pupils in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.
- Report incidents of poor behaviour promptly, using school systems

### Parents and Carers
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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 consequences and celebrating success.
- Discuss any behavioural concerns with staff at the school promptly so that effective support can be put in place.
- Take part in any pastoral work following poor behaviour (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

## Rewards and consequences

*Rewards*

Achieving and maintaining good behaviour requires schools to be able to use both rewards and consequences when appropriate. Trust Leaders and teachers understand that positive reinforcement of good behaviour is a powerful tool for establishing an effective and inclusive learning environment. Staff in our schools actively try to 'catch pupils doing well' so that they can praise pupils and use rewards.

Leaders in our schools develop systems and procedures 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 Trust schools may include, but are not limited to;

- Verbal praise
- Written praise in exercise books
- Merit/Achievement/House Points
- Golden Tickets
- Positive postcards
- Reward badges/stickers
- Letters or phone calls home to parents/carers
- Special responsibilities/privileges
- Reward assemblies
- Principal's awards
- In school celebration events
- Reward trips

*Consequences*

When pupils demonstrate unacceptable behaviour, consequences will be used. Consequences 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. Consequences 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, behaviour and inclusion teams and teachers will always ensure that any consequence is fair, proportionate, and appropriate in any given situation. When consequences are required, the lowest level consequence 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 consequence systems that are appropriate to the educational phase that they serve.

Consequences that are used by Trust schools include, but are not limited to;

- A verbal reprimand
- Demerits/Negative DOJOs/Behaviour points
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- Restorative activity
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal Inclusion/Reflection
- Restriction of activity (e.g. playing for a school team)
- Internal Trust Exclusion (ITE) where pupils are not excluded from school but are directed to another Trust school.
- Fixed Term Suspensions (FTS)
- Permanent Exclusion (PEX)

In Early Years our schools adopt positive behaviour management systems which focus on positive reinforcement, supporting the children to make good decisions. Staff use empathic language to support children in their decision making. In EYFS many schools provide a separate 'thinking space' within the classroom to enable children to consider their actions before rejoining 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 Trust 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 in 'school behaviour procedures' documents that each school has developed.

**Fixed Term Suspension and Permanent Exclusion**

Fixed term suspensions and Permanent exclusions are the highest-level consequences that a school can employ and will only be used as a last resort. Trust 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 school principals will explore all possible ways of addressing the misbehaviour of a pupil before considering a fixed term suspension or permanent exclusion.

Where a fixed term suspension or permanent exclusion is being considered the principal will consider the impact that this action will have on the pupil, their family, 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 principals take the following actions before issuing either a fixed term of permanent exclusion:

- Accounts are collected from pupils involved, other witnesses and staff
- The SEND team are consulted about any recognised SEND that may have caused/contributed to the behaviour
- The pastoral team are consulted about any known pastoral issues that may be affecting the pupil(s) as well as the level of support that has been provided to the pupil(s) in the past
- The safeguarding team are consulted, and consideration is made about whether an exclusion will place a pupil at risk

Only when all the above steps have been taken and the information provided has been reviewed will the principal decide what action will be taken.

Schools work with the inclusion team at the local authority when they identify a pupil that is nearing the threshold for permanent exclusion to identify any further support that can be put in place. This means that Principals can ensure they have explored all other options and preventative measures before taking a decision to permanently exclude.

More information about how both fixed term suspensions and permanent exclusions are used is available in our Exclusion Policy

**Off-site misbehaviour**

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

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

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

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

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

**Online misbehaviour**

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

**Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal, or another member of the leadership team that they delegate 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, if 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.

**Monitoring and evaluation**

Rewards and consequences 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 consequences 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 consequences data will be analysed by:

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

**Confiscation, searches and the use of reasonable force**

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

*Confiscation*

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Our schools 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 principal, or by the principal 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 principal, 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 the principal / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, 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 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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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 sanctions that have been applied to their child

*Support after a search*

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 one 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 principal
- 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.

*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.

## 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 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.

### *Recognising the impact of SEND on behaviour*

The Trust and our schools recognise 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.

### *Adapting sanctions 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.

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

The special educational needs and disabilities co-ordinator (SENDCo) at each of the Trust's schools 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, the SENDCo will liaise with external agencies and plan support programmes for that child. Our schools will work with parents to create the plan and review it on a regular basis.

### *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.

**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.

**Monitoring arrangements**

This behaviour policy will be reviewed by the Director of inclusion and approved by the board of trustees every year.

The Principal/Head of School at each school will ensure that this policy is promoted and implemented effectively in their school.

**Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- The single equality and community cohesion policy
- The PSHE policy
- The physical intervention and restraint 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
- Behaviour for Learning programme
- Supervised Time Out/Reflection
- Acceptable Behaviour Contract (ABC)
- Behaviour Support Plan (BSP)
- Suspension Reduction Plan (SRP)
- Mentoring
- SEND referral
- Additional classroom support
- Therapeutic support
- Counselling
- Referral to outside agency
- Alternative Provision
- Use of cognitive behavioural approaches e.g. zones of regulation

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)