Behaviour policy and statement of behaviour principles

Westcliff High School for Girls

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent, fair and proportionate approach to behaviour management, while recognising that individual circumstances and reasonable adjustments may need to be considered.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Mobile phones in schools

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others within the school premises or outside. The School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- This list is not exhaustive

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
    - Causing someone to engage in sexual activity without consent
    - Upskirting
    - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers

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

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The local governing body also holds the overall responsibility for the effective operation of this policy and for ensuring compliance with any statutory framework.

The local governing body has delegated the day-to-day responsibility of the implementation of this policy to the headteacher.

5.2 The headteacher

The headteacher holds the power to suspend or permanently exclude a pupil on disciplinary grounds. The headteacher is responsible for:

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

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a member of the pastoral team promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

At Westcliff High School for Girls, we are committed to creating a positive, inclusive and aspirational culture where excellent behaviour is the norm. Our approach is underpinned by our core values of Leadership, Enrichment, Scholarship and Kindness, and by the principle that every pupil has the right to feel safe, valued and respected, and to learn free from disruption.

We believe that strong behaviour is not assumed but explicitly taught, consistently modelled and actively reinforced. Staff establish clear routines, set high expectations and build positive relationships with pupils, recognising that an orderly and purposeful environment enables all pupils to succeed academically and personally.

Our culture is further strengthened through a consistent and fair application of rewards and sanctions, ensuring that pupils understand both the benefits of meeting expectations and the consequences when standards are not upheld. Positive behaviour is recognised and celebrated, enhancing pupils' confidence, sense of belonging and motivation to contribute positively to the school community. When behaviours do not meet the high expectations of our school, then for most

We place strong emphasis on mutual respect, trust and kindness, and work in partnership with parents and carers to reinforce expectations both in school and beyond. Behaviour expectations apply not only within the classroom, but throughout the school day, when travelling to and from school, and when pupils represent the school in the wider community.

Expected Behaviours, Habits and Routines

At WHSG, pupils are expected to demonstrate the following behaviours, which reflect the habits and routines necessary for success:

Pupils are expected to:

- Uphold the school's values of Leadership, Enrichment, Scholarship and Kindness in all aspects of school life
- Behave in an orderly, calm and self-controlled manner
- Show respect, consideration and kindness towards staff, peers and the wider community
- Be punctual to school and lessons, arriving prepared and ready to learn
- Engage fully in learning, demonstrating effort, resilience and a commitment to doing their best
- In lessons, contribute positively and ensure that their behaviour supports the learning of others
- Move around the school calmly and quietly, demonstrating awareness of others
- Treat the school environment, buildings and property with care and respect
- Wear the correct uniform at all times, taking pride in their appearance
- Take responsibility for their actions, including accepting sanctions when required
- Conduct themselves appropriately at all times, including outside school and online, ensuring they do not bring the school into disrepute

These expectations are reinforced through clear routines, consistent modelling by staff and regular opportunities within the curriculum, tutor programme and wider school life to develop pupils' character and understanding of responsible behaviour.

Where appropriate and reasonable, adjustments are made to support pupils in meeting these expectations, recognising the diverse needs of our school community and ensuring that all pupils can succeed.

6.1 Mobile phones

'Keeping Children Safe in Education' is clear that all schools should be mobile phone-free environments by default, and that anything other than this should be by exception only. Pupils will not, as a rule, have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. It is for the school to determine how best to achieve this.

Westcliff High School for Girls is a **mobile phone-free environment during the school day**. This approach supports our commitment to maintaining a calm, focused and safe learning environment, free from unnecessary distraction and safeguarding risks.

Our expectations are fully set out in the school's Mobile Phone Policy and apply to all students while on the school site or under school supervision.

Should parents need to contact a pupil during the school day they can do so via the office.

Ensuring a Mobile Phone-Free School

The use or visibility of mobile phones and other smart devices is **prohibited at all times during the school day**, including during breaktimes, lunchtimes and lesson transitions.

To ensure consistency and clarity:

- Students must **keep mobile phones switched off and stored securely** in their locker or in a zipped compartment of their bag for the duration of the school day
- Mobile phones must **not be kept in pockets or used at any point during the school day**
- The school day is defined as the period **from arrival/pre-registration until students leave the site or are signed out of a school activity**

This expectation applies wherever pupils are under school supervision, including trips, clubs and fixtures.

In line with statutory guidance, Sixth Form students have designated areas where they are allowed to use their phones, namely Sixth Form only study rooms, common rooms and the rear of the Sixth Form building. The areas designated for mobile phone use consist of the areas of the school where students in years 7 to 11 would not typically be.

Sanctions

Where a pupil breaches the mobile phone expectations, the school will apply sanctions in line with the Behaviour Policy.

Sanctions may include:

- Immediate lawful **confiscation of the device**
- Requirement for a **parent or carer to collect the device from school** the following school day
- Detentions or further sanctions where appropriate
- Escalated sanctions for repeated or serious breaches

In line with current practice, confiscated phones may only be collected from the school by a parent or carer, typically on the following school day. Should a pupil require a phone to travel home, a basic phone will be

provided to the student with one programmed telephone of a contact with parental responsibility. Parents will always be contacted on the day of confiscation.

Travel to and from School

The school recognises that pupils may wish to use mobile phones when travelling to and from school, particularly for safety and communication.

Accordingly:

- Pupils may bring mobile phones to school and use them **outside of the school day**
- Once on site, pupils are expected to **comply fully with the school's expectations**

Clear communication with pupils and parents ensures that expectations are understood and that pupils make informed choices about bringing devices into school.

Exceptions and Reasonable Adjustments

The school will make **reasonable adjustments** to this policy where required.

This may include:

- Students with **medical conditions or disabilities** requiring access to a mobile device (to allow for effective management of the condition)
- Specific safeguarding or pastoral situations where access is necessary (for a finite period)

Any such arrangements will be agreed in advance and **confirmed in writing** by the school. Any arrangement is a matter for the headteacher in their absolute discretion and each case will be assessed on its merits.

Students are also permitted to access their device if necessary to **report or share a safeguarding concern** with a member of staff.

Use on Trips and Activities

The Headteacher may permit the use of mobile phones during:

- Educational trips
- Residential visits
- Activities outside of the normal school day

Where this applies, clear expectations will be communicated to students and parents in advance.

Monitoring and Enforcement

All staff are responsible for **consistently enforcing** the mobile phone expectations, ensuring a fair and consistent approach across the school.

The school may undertake **searching, screening and confiscation** in line with this policy where there are concerns about non-compliance. This may include the lawful right to search the content of a mobile phone without consent from the pupil or parent.

Link to Policy

Further detail can be found in the school's Mobile Phone Policy which is located on the school website.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum in their own actions by reinforcing positive interactions and behaviours
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Use the schools' systems for dealing with low level disruption
    - Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call, written correspondence or assigning achievement points on Edulink
- Certificates, awards, prize ceremonies or special assemblies
- Positions of responsibility
- Reward activities and incentives

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A reminder of the expectations of behaviour
- Reinforcing the expectations of behaviour should the misbehaviour continue
- Making the student redo tasks that do not meet the expected standard
- Repositioning the student in the class or talking to them outside of the classroom
- Removing the student from lesson
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges, including positions of responsibility
- School-based community service
- Internal exclusion
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' to the form tutor, pastoral link, head of year or an SLT member
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions. Where appropriate, staff will liaise with members of SLT to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

The school recognises that behaviour is a form of communication and that some pupils may experience difficulties in regulating their emotions, behaviour or responses. Our approach is founded on prevention, positive relationships, early intervention and de-escalation. We are

committed to understanding and addressing the underlying causes of distress and dysregulation and to providing appropriate support that reduces the likelihood of crisis situations arising.

Restrictive interventions are not behaviour management strategies and must never be used as a punishment, sanction or means of securing compliance. They are measures of last resort and will only be considered where it is lawful, necessary, reasonable, proportionate and the least restrictive option available.

The SEEAT Restrictive Interventions and Use of Reasonable Force Policy (https://www.whsg.info/Policies/) sets out the Trust's approach to the prevention, use, recording and review of restrictive interventions, including the use of reasonable force. It is underpinned by relevant legislation and statutory guidance and reflects the Trust's statutory responsibility to safeguard and promote the welfare of all pupils

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated.

Items may also be confiscated, retained or disposed of as a **proportionate disciplinary sanction** where this is reasonable in the circumstances and in accordance with this Behaviour Policy and any relevant school procedures.

Where an item is confiscated, staff will use their professional judgement, taking account of the nature of the item, its value, the circumstances in which it was confiscated, any potential risk to pupils or staff, whether it may constitute evidence of an offence, and whether and when it is appropriate and safe for the item to be returned.

Prohibited or potentially illegal items will be dealt with in accordance with the DfE's *Searching, Screening and Confiscation* guidance and, where appropriate, referred to the police or dealt with through the school's safeguarding procedures.

Where a confiscated item is retained as a disciplinary sanction, the school will determine an appropriate period of retention and arrangements for its return, having regard to the circumstances and the pupil's individual needs, including any relevant SEND or disability-related considerations.

Additional procedures may apply to electronic devices, including where there is a safeguarding concern or suspected criminal offence. Staff should not intentionally view, copy, save or share indecent images of children and must follow the school's safeguarding procedures and relevant DfE guidance where such material is suspected or discovered.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact a member of SLT, to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Where contact between pupil and staff in a search amounts to a ‘significant incident’ the school will follow the reporting requirements set out above in this policy.

Searching pupils’ possessions

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

- Lockers

- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined 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. While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all time.

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search

the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.7 Child-on-child abuse

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

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

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

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy.

7.8 Off-site misbehaviour

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

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

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

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

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

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

7.12 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Detention

All staff are able to issue detentions to students if they deem it reasonable. Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Should an after school detention be issued to a student, parents will always be informed the previous school day at the latest. It is the responsibility of the parent/carer to ensure that, when given notice, that their child can safely get home with the appropriate travel arrangements.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the member of staff who is on duty, and will be removed for a maximum of the remainder of the lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with mentors
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom via Edulink, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspensions and permanent exclusion are heavily regulated, and as such these decisions are made **in accordance with the statutory exclusions guidance and the SEEAT separate exclusions policy**,

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

9.2 Adapting sanctions for pupils with SEND

Where a pupil has, or may have, a special educational need or disability (SEND), the school will consider whether the behaviour is connected to the pupil's disability and whether any reasonable adjustments are required before deciding on an appropriate sanction.

The school will consider, where relevant:

- whether the behaviour is a consequence of, or directly connected to, the pupil's disability or special educational need;
- whether the behaviour has arisen because an appropriate reasonable adjustment has not been made;
- whether the behaviour is unrelated to the pupil's disability or special educational need;
- whether the proposed sanction is appropriate and proportionate in the circumstances; and
- whether reasonable adjustments to the application of the sanction are necessary because of the pupil's disability or special educational need.

The fact that a pupil has SEND does not, in itself, prevent the school from applying sanctions where behaviour does not arise from their disability or where a sanction remains appropriate and proportionate. However, the school will ensure that relevant SEND, disability and equality considerations are taken into account before determining the appropriate response.

It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the headteacher will consult with the SENCo before taking any decision to consider whether the breach of the

behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event that it is, the headteacher may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

Where there is uncertainty about whether behaviour may be linked to a pupil's SEND or disability, the school will consider whether further assessment, advice from the SENCO or other appropriate support is required. Where appropriate, the school will also consider whether adjustments to the pupil's support, provision or behaviour strategies are necessary to reduce the likelihood of the behaviour recurring.

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Where a student has been removed from a lesson, had off site direction, or been suspended a rage of interventions can be used to support the student reintegrating, these can included but are not limited to:

- Guidance on how to get support with any work missed
- Reintegration meetings with parents/carers and other professionals as required
- Escalation to external agencies for further support or guidance
- Daily contact with pastoral managers, HOYs, form tutors or other trusted adults
- Report cards with personalised SMART targets set for behavioural goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, staff members hold transition meetings and for students that require it, they will be introduced to their teachers for the following year. The timings of any meetings is dependant on the publication of the school timetable for the following academic year.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the relevant senior leader.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- When required, at the level of individual members of staff
- By time of day/week/term
- By selected protected characteristics.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.