New Perspectives School
Behaviour Policy and
Statement of Behaviour Principles

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Contents

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 approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Exclusion from maintained schools, academies and pupil referral units in England 2017

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Inappropriate clothing

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking or vaping

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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, or inappropriate touching, teenage relationship abuse (abuse in intimate personal relationships between children), upskirting (taking pictures under a persons clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm) sexting(both consensual and non-consensual sharing of nude and semi-nude images and/or videos) Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party. Sexual violence – rape, assault by penetration, or sexual assault (intentional sexual touching) Sexual harassment – unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, or online harassment such as sexting.
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

The Anti Bullying Policy can be found on the schools' website.

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

Dealing with bullying

We recognise that bullying is part of a continuum of behaviour and as such, there is no single solution. Different circumstances necessitate different responses.

Bullying can be reported to any member of staff by a child. If a staff member witnesses or suspects bullying, they must immediately report it to the Pastoral Lead. Parents/carers can report concerns by contacting the Pastoral Lead by telephone or email. If a parent/carer makes a report of bullying on their child, they will receive any response to any investigation that occurs.

Dealing with bullying: prevention

Through a clear, consistent, and positive approach to behaviour support, we have established an ethos and environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.

Low-level disruption and the use of offensive language can in itself, have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to a reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Thus, all discriminatory behaviours are challenged; and help and support are given to children about how to treat others with respect. The use of disparaging and prejudice-based language, including comments associated with lesbian, gay, bisexual, and transgender issues, racism, sexism and disability, for example, is wholly unacceptable and must never be excused as "just banter". Staff, in particular, must lead by example in modelling positive relationships and communication with colleagues, children and visitors.

Staff must also be proactive in gathering, communicating and acting upon intelligence about issues between children, which may provoke conflict. This will, in turn, reduce the risk of bullying.

The development of peer group hierarchies and the existence of 'top dogs' are also known to represent a central mechanism in the dynamics of bullying; as a result, informal groups are closely monitored and action is taken, as and when appropriate.

Bullying can happen face to face or online. If bullying is happening online and outside of school, the school must take this as seriously as if it were happening face to face at school, and must follow the policy.

Supervision of children

Bullying (including cyberbullying) may occur at any time of the day, in any location. However, it is more likely to occur in quiet places when children are alone or with reduced or no staff supervision, for example:
- unsupervised classrooms
- corridors
- break times
- school dinner queues

- free time
- recreational activities
- vehicles and transport

Staff must also be vigilant and alert to bullying behaviours in group situations, which otherwise might go unnoticed. This is particularly true when attention is focused on access to a premium resource e.g., a games console etc. within a restricted time frame, such as break times.

Thus, we have established clear expectations about the proper supervision of children, which all staff with supervisory responsibilities are obliged to follow.

Education and support

We help children to develop positive values, to understand difference, diversity, tolerance, and inclusion, to understand the many different forms of bullying, how bullying affects people and how to protect themselves from bullying.

These messages are conveyed through school assemblies, PSD (Personal and Social Development)/PSHE (Personal, Social and Health Education) and other areas of the academic and social curriculum.

Anti-bullying campaigns

Every year we participate in Anti-Bullying Week which is an annual campaign held in November. For more information visit Anti-Bullying Week (anti-bullyingalliance.org.uk).

Seeking the views of children, parents, carers, local authorities and staff

Regular enquires are made of all children as to how safe they feel at New Perspectives School and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries as well as any associated actions.

Behaviour support plans and risk assessments

Where a child has been involved in bullying, whether as victim or perpetrator, new information will be recorded, as appropriate.

Relevant information will be communicated to other staff, as soon as reasonably possible and the individual risk assessment and/or behaviour support plan will normally be reviewed and redistributed (where appropriate) within 72 hours.

All relevant staff are obliged to familiarise themselves with the current risk assessment and behaviour support plan for every child they are likely to have responsibility for educating, engaging, supporting or supervising.

All risk assessments and behaviour support plans are shared with children to enable them to develop the knowledge, understanding and skills necessary to manage their own behaviour effectively.

Dealing with bullying: intervention

Bullying behaviour, wherever it occurs, has a negative impact on everyone involved.

Recognising and responding to bullying concerns

By establishing secure, positive, and trusting relationships with children, staff empower them to seek help when they are worried about their own or others' safety. Children who have supportive relationships with adults in their lives are also more likely to turn to those adults for help in dealing with bullying.

If a child discloses any form of bullying to a member of staff, *the member of staff must listen attentively without making any assumptions*. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon appropriately.

While failure to resolve the situation promptly and effectively, may have damaging consequences; asking for help could make things worse if the person asked deals with it in the wrong way. Our response to bullying should be governed by a host of considerations, but irrespective of the circumstances, staff must *never tell a child to "just ignore it"*.

Mediation

Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. A key principle of mediation is that the people with the conflict are in the best position to find ways to resolve it.

Restorative approaches

A restorative justice approach is concerned with affecting change through discussion. It can help staff, children and the wider community to reflect on what has happened, who has been affected and agree on ways to move forward.

Communication, education, and support

We consider all forms of bullying to be wholly unacceptable and will emphasise the seriousness of such behaviour through communication, education and support.

Where a child is found to be persistently bullying another child, steps will be taken to manage their behaviour and minimise the risk they pose to others. It is also important to consider the motivations behind bullying behaviour; and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child(ren) engaging in bullying may need support themselves.

Senior staff may also decide to contact parents, carers, and local authority professionals for a discussion which, in extreme cases, might involve the child being suspended from the school awaiting decisions about their future.

Where it can be established that a child has adopted the role of 'assistant', 'associate' or 'reinforcer' further steps will be taken to educate and support these individuals, at the discretion of senior staff.

Reporting and recording incidents of bullying

All bullying-related incidents (confirmed or otherwise) must be reported to senior staff and recorded in the Bullying Log, as soon as is reasonably possible (and normally within 24 hours of the incident). Monitoring/follow-up must be completed in accordance with Appendix 4.

Entries in all records must be legible, clearly expressed, non-stigmatising and distinguish as far as possible between fact, opinion, and third-party information.

Serious or sustained incidents of bullying must be reported to parents, carers, and relevant authorities. All such communications must be recorded, in accordance with relevant policies, procedures and guidance.

Monitoring and follow-up

Irrespective of the action taken, it is essential that the relationship between victim and perpetrator is monitored, and follow-up conducted to ensure the issues have been resolved and the strategies used have been effectively evaluated.

Staff training

We are committed to training all relevant staff in effective anti-bullying work including the principles and purpose of our policy; our legal responsibilities; how to intervene, protect and address bullying behaviours effectively and where to seek support.

It is the responsibility of all staff to consistently promote the principles and ethos of the anti-bullying policy through their work with and around children. Staff must take all necessary steps to make sure that individual children are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability or for any other reason. **This includes consistently challenging inappropriate interactions, including discriminatory, derogatory, and aggressive language.**

Staff **must** report and record any bullying issues relating to individual children, to a senior member of staff.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

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

5.2 The Headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the governing board

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring that the policy is implemented by staff consistently with 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)

The headteacher is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of 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 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

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

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 standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and to each other

> Engage in lessons and not disturb others, making it possible for all pupils to learn

> Complete all work and tasks set

> Accept that everyone is an individual regardless of their culture, ethnicity, sexual orientation, or SEND

> Move quietly around the school

> Treat the school buildings and school property with respect

> Hand in mobile phones at the start of the day

> Do not smoke or bring tobacco products into school – any items bought into school will be confiscated and destroyed

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

We recognise that mobile phones are an essential part of today's society, however, mobile phones can not only be a distraction in school but can also cause issues between peers and friendship groups both inside and outside of school which can be detrimental to learning.

New Perspectives School requires every student to hand their mobile phone in on arrival to school. The phone will be placed in a clear bag and labelled with the student's name. The phone will then be placed in a lockable cupboard for the duration of the school day and will be returned to the student at the end of the school day

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 and challenging classroom environment that encourages pupils to be engaged

> Display the school behaviour chart in their classroom and follow this consistently

> Develop a positive relationship with pupils by:

   o   Greeting pupils in the morning/at the start of lessons

   o   Establishing clear routines

- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement
- o Encourage good behaviour by promoting school rewards

7.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, 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 which can be located on our website.

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:

- Immediate verbal praise
- Communicating praise to parents/carers via a phone call
- Sending postcards home
- Certificates
- Rewards in Community Group meetings
- Whole class/year/school reward such as an off-site reward activity
- End of term reward trip

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of 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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> Sending the pupil out of the class with a member of staff

> A verbal reprimand and reminder of the expectations of behaviour

> Setting of written tasks such as an account of their behaviour

> Expecting work to be completed at break or lunchtime

> Loss of privileges – staying in at break or lunchtime

> School-based community service, such as cleaning up any mess or damage caused

> 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'

> Removal of the pupil from the classroom and referral to Pastoral Lead

> Pastoral Lead referring the pupil to the Head Teacher

> Suspension

> Permanent exclusions, in the most serious of circumstances

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

7.5 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 (see appendix 3 for a behaviour log)

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.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

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

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

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher or 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 identified in section 3, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

> Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

> Desks

> Lockers

> Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

> What happened

> What was found, if anything

> What has been confiscated if anything

> What action the school has taken, including any 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 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

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

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

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

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

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

The appropriate adult will:

> Act to safeguard the rights, entitlement and welfare of the pupil

> Not be a police officer or otherwise associated with the police

> Not be the headteacher

> Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.7 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).

7.8 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.

7.9 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 headteacher/pastoral lead 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.

7.10 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:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information which can be located on the schools' website.

7.11 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, the disciplinary policy and the school complaints policy which can be located on the schools 'website for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

The head teacher, deputy head teacher and pastoral lead are authorised to issue a pupil with a detention.

Pupils can be issued with detentions during break or lunchtime

The school 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

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.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is 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 a learning mentor or the pastoral lead, and will be removed for a maximum of 30 minutes.

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 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 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, due to their SEND or external issues impacting upon behaviour

> Meetings with the pastoral lead

> Time with the therapeutic mentor

> Time in the sensory room

> Time in the pastoral room

> Short term behaviour report cards

> Long term behaviour plans

> Multi-agency assessment

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

8.3 Suspension and permanent exclusions

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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information which can be located on our website.

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 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.

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

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

> 1:1 Support

> Training for staff in understanding conditions such as autism

> Use of separation spaces (sensory room or pastoral room) where pupils can regulate their emotions during a moment of sensory overload

9.2 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.

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

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

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

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

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

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

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

SENAR@birmingham.gov.uk

10. Supporting pupils following a sanction

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

> Reintegration meetings with the pupil and parent/carer
> Daily contact with the pastoral lead
> A report card with personalised behaviour goals which is reviewed at the end of every day with the pastoral lead
> Time in the pastoral lead
> Time in the sensory room
> Time with the therapeutic mentor

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, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

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

- The proper use of restraint

- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour

- The behaviour policy, rewards, and sanctions

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion, and suspension

- Use of pupil support units, off-site directions, and managed moves

- Incidents of searching, screening, and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the pastoral lead.

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

- At school level

- By age group

- At the level of individual members of staff

- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board 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 chair of the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions and suspension policy

> Child protection and safeguarding policy

> Physical restraint policy

> Mobile phone policy

> Anti-bullying policy

Appendix 1: written statement of behaviour principles

> Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff set an excellent example to pupils at all times

> Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by pupils and staff

> The exclusions and suspensions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy.

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Pastoral Lead name:

Pastoral Lead signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could attend a meeting at the school with ………… on …………. Time,……..so we can discuss a way forward.

Yours sincerely,

Pastoral Lead name:

Pastoral Lead signature:

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Pastoral Lead name:

Pastoral Lead signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that [insert pupil's name] has been given a break/lunchtime detention on [insert date].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Pastoral Lead name:

Pastoral Lead signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name:
_____

Parent/carer signature:
_____

Date: _____