



ACADEMY TRUST

Arden Academy (Arden) is an academy maintained by Arden Academy Trust

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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

Outline the expectations and consequences of behaviour.

Provide a consistent approach to behaviour management that is applied equally to all students

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

2. Legislation, statutory requirements and statutory 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 2024](#)

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and Student referral units in England, including Student movement 2023](#)

[Use of reasonable force in schools](#)

- [Supporting Students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

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

3. Definitions

Arden Academy prides itself on our "Arden Family", a supportive and caring culture that ensures an environment exists where students can be pushed and challenged to achieve their potential and where our highly skilled staff can deliver the highest levels of inspiring and engaging learning. Arden is an ambitious and aspirational school. Our students value education and recognise the crucial role it plays in ensuring that they are prepared to enter the worlds of further education and work as skilled and resilient members of the community. The behaviour of our students in and outside of the academy play a crucial role in achieving this.

Arden Academy is determined that all students can learn in an environment that is calm, learning focussed and safe. The school ethos and Learning PRIDE clearly outline the expected values and learning behaviours we promote and expect of our students in school.

We expect all students to demonstrate Learning PRIDE.

Participation An Arden Academy student demonstrates Participation in their lessons through active engagement, completing all set tasks, contributing to class discussion and completing all homework set.

Respect An Arden Academy student demonstrates Respect for each other and their right to learn in an environment free from disruption and that all members of our community are treated with respect.

Independence An Arden Academy student demonstrates Independence by engaging with all set work, being able to work alone and demonstrate resilience in the face of difficult tasks and completing all homework set.

Determination An Arden Academy student demonstrates Determination through resilience and drive to achieve good academic outcomes and overcome obstacles. They can work through difficult tasks and not give up.

Energy An Arden Academy student demonstrates Energy in their lessons by sitting upright in their chair, focussing on the teacher, actively engaging with tasks and class discussions.

We also expect all members of the Arden Academy family to uphold the values of Friendship, Courage, Determination, Aspiration, we know that people who embody these values are the type of people who make a positive contribution to our family and are a pleasure to be around.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Poor punctuality
- Incorrect uniform
- Unsafe conduct

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Significant disruption to learning
- Verbal abuse of staff
- 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 such as 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 and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. Included but not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Laser pens
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 -

4. Bullying

We want a school in which bullying of any kind is not accepted by any member of our family. This includes students, staff and parents/carers. Every student at Arden Academy has the right to be educated in a safe and secure environment. We believe that all children and young people have the right to be protected from bullying and abusive behaviour.

All young people will be listened to and treated fairly. Bullying is often witnessed or encouraged by others.

We believe that everyone has a responsibility to discourage bullying and to inform someone when they see it happening.

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: <ul style="list-style-type: none">• 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
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)

Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student must suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. In addition, it is important that we inform parents/carers fully about our

approach to dealing with bullying, so that parents can distinguish between what is bullying and what is not.

In instances where students, parents/carers feel there is bullying behaviour we encourage all parties to inform the school as soon as possible. The school can only act when informed of issues. Students can inform any adult in school of incidents or concerns they have.

They can go directly to any of the following:

- Form Tutor
- Head of Year
- Student Support staff
- A member of the Senior Leadership Team
- Any adult in school

Parents/carers can contact school via various methods by contacting the school on 0121 704 1421 or via email office@aredn.solihull.sch.uk or Parents/carers may want to contact specific people in the school, we would recommend you contact your child's Form Tutor, Head of Year, or a member of the Pastoral Support Team in the first instance.

When allegations of bullying are made, key staff will speak to all students involved in the allegation and establish a timeline of events and attempt to establish actions by all parties.

In consultation with key staff a decision will be made as to next steps. Where necessary all students that are involved will have parents/carers contacted and informed of the incident and actions the school will be taking to prevent further issues. If necessary, both preventative measures and sanctions will be applied.

Examples of some preventative measures that school will utilise are:

- Mediation
- Resolution
- Safe space for students to go
- Key member of staff to provide support
- Change of seating plans, classes and/ or bands
- Adapted timetable e.g. slight later start or earlier finish
- Drop off and pick up arrangements

Sanctions that may be used when dealing with acts of bullying:

- A verbal reprimand
- Behaviour points
- Sending the student out of the class
- Expecting work around bullying to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion – time in Isolation
- Suspension
- Managed move
- Permanent Exclusion

See anti-bullying policy for further details. Policies

Any behaviours which significantly or regularly disrupt the learning and education, and/or or impacts the welfare or safety of the community will also be considered a serious misbehaviour. This includes off-site behaviours. As such, the governing board emphasise that serious misbehaviours cannot be tolerated and students who behave in this way face the most serious of sanctions, up to and including permanent exclusion

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Associate Headteacher

The Associate Headteacher is responsible for:

Reviewing and approving this behaviour policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

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

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all Students to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

Creating a calm and safe environment for students

Establishing and maintaining clear boundaries of acceptable student behaviour

Implementing the behaviour policy consistently

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

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular students

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

Recording behaviour incidents promptly

Challenging students 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, 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 Students

Students will be made aware of the following during their induction into the behaviour culture and regularly throughout the academic year:

- 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

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

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

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

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

6. School behaviour curriculum

To promote a culture of excellent behaviour at Arden Academy there is one overarching principle: there are no surprises. Every opportunity is taken to tell and remind students what our expectations are, and why. Formally, this occurs during assemblies and is further explored during behaviour focused form-time activities. This approach empowers students to make choices for themselves and makes clear what the consequences are – either positive or negative based on those choices - as a result.

Students are expected to:

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

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

7. Mobile phones

7.1 Mobile phones

Mobile phones can be a useful educational tool, but they do create issues in school and therefore need to be managed. Arden academy operates under a common-sense approach that mobile phones are an active part of life and therefore allow students to bring mobile phones to school. The school operates under the Department for Education (DfE) guidance of '**Never used, seen or heard**'. [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](#). We expect all students to turn phones off and put away when passing the green gates into the academy.

At Arden Academy:

- Mobile phones and earphones should be turned off and away/ out of sight at all times.
- If students are seen with a mobile phone or earphones, it will be confiscated, and a behaviour point issued
- This is in operation anywhere on school site (from the point of entry/ exit at the school gates) and includes before and after school.
- After confiscation parents/ carers must collect the item at their convenience during school hours (from reception)
- If a student's mobile phone 'goes off' but is not visible the student will be asked to turn it off and it will be confiscated.
- If students refuse to hand over the item, this will be treated as defiance.

Where appropriate and reasonable, adjustments may be made for example to support a student with a medical condition and who rely on a device to monitor their health.

8. Responding to behaviour

8.1 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 students to be engaged

Develop a positive relationship with students, which may include:

- Greeting students around the building and at the start of lessons, 'owning the door frame'
- Following school routines and establishing their own classroom routines where appropriate
 - Do Now Activities to start
 - Four to Finish to end a lesson
- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding lessons positively and starting the next day afresh
- Following the behaviour for learning process to manage low level disruption
 - Utilise the Learning PRIDE boards
 - Rewarding students
 - Sanction students where needed
- Utilise behaviour management techniques to manage unwanted student behaviour
- Using positive reinforcement and rewards to recognise students

8.2 Safeguarding

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

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

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

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

8.3 Responding to good behaviour

When a student'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
- Achievement points
- Praise postcards
- Colours and commendations
- Communicating praise to parents/carers via a phone call or written correspondence
- Zero Hero events
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as senior student status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

8.4 Responding to misbehaviour

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

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- 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
 - C2 – 10-minute detention at teachers' discretion
 - C3 – 30-minute after school faculty detention
 - Pastoral Detention – 45-minute after school detention held on a Wednesday
 - Senior Leadership Team (SLT) Detention – 60-minute detention after school on a Friday
- Loss of privileges
 - The loss of a prized responsibility
 - No access to school trips
 - Removal from school trips or events (refunds may not be possible)
 - Removal from school teams
 - No access to extra-curricular activities
- School-based community service, such as:
 - Litter picking
 - Tidying of classrooms
 - Reasonable jobs for staff
- Letter or phone call home to parents/carers
- Putting a student 'on report'
 - Form tutor

- Head of Year
- Director of Pastoral Care
- Senior Leadership Team
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Behaviour in lessons

Code	Type of Behaviour (list not necessarily exhaustive)	Sanction
C1	Low level chatting / silliness Lack of concentration Failure to complete class work Lateness to lesson Incorrect uniform Lack of equipment	Behaviour point
C2	Reluctance to follow instructions after warnings Persistent low-level chatting / disruption / non- completion of class work Failure to bring equipment on more than one occasion Rudeness to another student (not discriminatory)	10-minute detention at the teacher's discretion 2 behaviour points
C3	Persistent disruptive behaviour or behaviour deemed more serious in nature Inappropriate language, rudeness to an adult (not discriminatory or insulting) Defiance to a member of staff Single incident of truancy Misuse use of technology Damage to school	30- minute after school detention 3 behaviour points
C4	Persistent disruptive behaviour or behaviour deemed more serious in nature Rudeness or inappropriate language which is discriminatory or insulting One off incident between students deemed serious Damage to school	Internal suspension Isolation for 1 day 4 behaviour points

Behaviour outside of lessons

	Type of Behaviour (list not necessarily exhaustive)	Possible Sanction
	Incorrect uniform Chewing gum Littering Unsafe conduct	C1- Behaviour point

	Reluctance to follow instructions after warnings Persistent Incorrect uniform Rudeness to another student (not discriminatory) Bringing the school into disrepute	M30 detention – 30-minute lunchtime detention
	Persistent disruptive behaviour or behaviour deemed more serious in nature Inappropriate language, rudeness to an adult (not discriminatory or insulting) Defiance to a member of staff Single incident of truancy Bringing the school into disrepute	Pastoral Detention 45 minute detention on a Wednesday after school Failure to attend will result in an SLT detention
	Persistent disruptive behaviour or behaviour deemed more serious in nature Rudeness or inappropriate language which is discriminatory or insulting One off incident between students deemed serious Persistent truancy Bringing the school into disrepute	SLT detention 60 minute detention on a Friday after school Failure to attend will result in an Isolation sanction
	Persistent disruptive behaviour or behaviour deemed more serious in nature Rudeness or inappropriate language which is discriminatory or insulting One off incident between students deemed serious Physical incident between students Persistent truancy Bringing the school into disrepute	Isolation

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

8.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (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 student, including SEND, mental health needs or medical conditions.

9. Searching, screening and confiscation

9.1 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.2 Confiscation

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

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

9.3 Searching a student

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 Associate Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Associate Headteacher or Deputy Headteacher, director of pastoral care, to try to determine why the student is refusing to comply.

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

9.4 Searching students’ possessions

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

- Lockers
- Coats

- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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 student 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

9.5 Support after a search

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

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

9.6 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for Student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/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 student'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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

9.7 Screening

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. The reasons for screening may be linked to previous possession of prohibited items. For example, vapes or tablets such as paracetamol, ibuprofen or aspirin.

As a rule any student that is searched, with or without consent, by the Associate Headteacher or Deputy Headteacher responsible for behaviour, will also be screened by use of a hand held wand.

Any member of school staff can screen students.

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

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

10. Off-site misbehaviour

10.1 Off-site misbehaviour

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

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

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

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

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

10.2 Online misbehaviour

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

It poses a threat or causes harm to another student

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The student is identifiable as a member of the school

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

10.3 Suspected criminal behaviour

If a student 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 Associate Headteacher / member of the senior leadership team / 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.

10.4 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

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

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

11. Malicious allegations

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

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

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

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

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

12. Serious sanctions

12.1 Detention

Students can be issued with detentions during break, lunchtime and after school during term time.

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

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

Compromise the student's safety

Conflict with a medical appointment

Prevent the student from getting home safely

Interrupt the student's caring responsibilities

12.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students 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 students 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 student is being unreasonably disruptive
- Maintain the safety of all Students
- Allow the disruptive Student to continue their learning in a managed environment
- Allow the disruptive Student to regain calm in a safe space

Students who have been removed from the classroom are supervised by pastoral staff, and will be removed for an agreed period of time.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Deputy Headteacher.

Students 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 student 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 students who are frequently removed from class, such as:

- Meetings with pastoral staff
- Behaviour reports
- Being placed on the student concern pathway
- Learning needs assessment
- Multi-agency assessment

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

12.3 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.

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

Please refer to our exclusions policy for more information.

13. Responding to misbehaviour from students with SEND

13.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student 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 student concerned.

The school will utilise various approaches to supporting students with SEND, this is not an explicit or exhaustive list:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

13.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

13.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

13.4 Students 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 Student 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.

15. Training

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

- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management training will also form part of continuing professional development.

16. Monitoring arrangements

16.1 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 off-site directions and managed moves

Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, students, governors, and other stakeholders

The data will be analysed regularly by key staff at all levels of responsibility.

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

- At school level
- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

16.2 Monitoring this policy

This behaviour policy will be reviewed by the Associate Headteacher and BSII committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of the BSII committee.

17. Links with other policies

This behaviour policy is linked to the following policies:

Exclusion's policy

Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

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