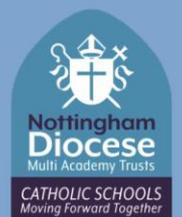




OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST



Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing **'little things with great love'** St Thérèse of Lisieux

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1 Aims

- 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 in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 gives schools the authority to confiscate pupils' property.
- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

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 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images/materials
 - 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:
This is not an exhaustive list.

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). Any form of coercive or controlling behaviour.
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)

5 Roles and responsibilities

5.1 The Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place.

The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

5.2 The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

5.3 The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Ensure a culture of positive behaviour with all stakeholders
- 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
- 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)
- Ensure that the behaviour policy is uploaded to the website

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating with parents in a timely, sensitive and professional manner
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Making reasonable adjustments as required in conjunction with the SENDco
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations

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

5.5 Parent and carers

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

Any in year updates will be uploaded to the website and changes communicated to parents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and support it at home
- 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

5.6 Pupils

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.

Support and induction will be provided for pupils who join during the school year.

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

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

6 School behaviour curriculum

CODE OF CONDUCT

At St. Patrick's, we aim to develop a caring Catholic Community based upon the life and example of Jesus Christ, which envelops the life and lives of everyone and everything in our school.

It is through Christ's message of love and forgiveness that children, staff, families and governors preserve the essential Catholic ethos of the school.

Our principles are based upon the School's Mission Statement:

'Belonging, caring and sharing, safe in the arms of God's love.'

This is further enhanced by our children's mission statement which sets out how our pupils know how to live out this statement.

Belonging

- Treat everyone as equals, with fairness and respect
- Be inclusive of everyone
- Celebrate difference – we are all made in the likeness and image of God
- Show mercy and forgive others
- Praise and encourage one another
- Remember to celebrate
- Pray together
- Work together as a team and a family
- Be a church together

Caring

- Look after each other
- Look after everything- people, equipment, property, living things
- Help others, especially those in need
- Work as a team to keep everyone safe
- Love one another always, no matter what
- Put your trust in others and help them to trust you
- Accept when you've done something wrong and show you care about making things right again
- Care for God's world and all he created- only use what you need
- Say what is true
- Stand up for what is right and do what is right

Sharing

- Try your best at everything, then share what you know
- Be like the saints, sharing wisdom and setting a good example
- Lead others so that they grow in confidence to lead others
- Share your gifts and talents- the holy spirit will help and guide you
- Be charitable- sharing what you have and giving what you can
- Spread the Good News, God's Word, by your example

In September 2024 we introduced a virtues-based behaviour curriculum.

Our chosen virtues are:

- Faith and Hope
- Hope

- Temperance
- Justice
- Courage
- Solidarity

Each half term the new virtue is introduced to the children through scripture and ways of living the virtue out are also discussed. The scripture and ways to live out the virtue are displayed around school and reinforced daily. Teachers recognise and reward children for living out the virtues throughout the school day.

In addition to the virtues, we have our rules: In our school we ...

- Are gentle
- Are kind and helpful
- Listen
- Are honest
- Work hard
- Look after property

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines

6.1 Mobile phones

Mobile phones are not allowed to be used during the school day.

If a pupil needs to bring a mobile phone to school because, for example, they have parental permission to walk home or go to another family members house after school, they may bring the phone to school, however, it must be switched off before coming through the school gates and taken immediately to the school office. The mobile phone can then be collected by the child at the end of the school day from the office.

If a pupil is found to have a mobile phone during the school day, this will be removed and handed back to the pupil's parent 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 environment that encourages pupils to be engaged
- Display the behaviour virtues, classroom rules and routines.
- Develop a positive relationship with pupils:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally- displays around the classroom
 - Highlight and promote good behaviour
 - Conclude the day positively and start the next day afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement
- Use CPOMs to record behaviour incidents
- Keep the child's parent/carer informed at all times

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.

7.3 Responding to good behaviour

'If you consistently reward minimum standards then pupils will strive for minimum standards. If your reward pupils for STANDING OUT then there is no limit to their excellent behaviour. In your classroom the STAND OUT mantra should be repeated often. Mark it with the children, "What (name of child) just did by collecting in all of the brushes by herself/himself has saved a lot of time and effort for me. That is really standing out. Thank you (name of child)." Use it when presenting awards, placing names on the recognition board or when talking to parents. Focusing on the behaviour that is STAND OUT creates an immediate shift in expectations.

It gives the children something more than bare minimum standards to achieve, it gives them something to reach for. How you recognise pupils who STAND out should lie at the heart of your behaviour practice.' (Paul Dix, *When The Adults Change, Everything Changes*. 2017)

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:

- Specific praise for modelling
- *I really like how you have shown the virtue of faith by inviting To play.*
 - Positive feedback to children and parents – postcards, stickers, phone calls, conversations
 - Triangulation of praise by sharing good news with other members of staff
 - Whole class rewards
 - Recognition boards in class
 - Recognition in whole school gatherings
 - Rewards for lunchtime

Use of Recognition Boards

- Target your recognition board at learning attitudes. Make sure that the behaviour you choose raises the expectation for the pupils and is not simply something they can already do well
- Names/pictures on the board for pupils who are demonstrating the desired learning attitude
- Names/pictures are never removed from the board
- Learners can nominate others to be put on the board. Try stopping an activity every 15 minutes and asking them to write the names of up to 4 others who have been consistently demonstrating the desired behaviour. Use if for reflection at the end of the lesson.
- Emphasise peer responsibility; it is not a competition. It is more about a whole class helping everyone to get their name on the board
- Recognition boards need to be refreshed hourly, weekly or daily depending on the age and need of the pupils
- Pupils are recognised for effort, not achievement. The recognition board is for everyone. Pupils only get on the board when they have shown the required effort.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the virtues.

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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.

1,2,3 Magic

A key element of 1,2,3 magic is the “no talking, no emotion” rule. This means that when you are using counting as discipline, you do not talk, explain or rationalise with a child, and you do not get angry or emotional during or after. This will make a child think about their behaviour and take responsibility for the choices they make. This is essential to the effectiveness of 1,2,3, magic (1,2,3, magic Dr Thomas W. Phelan)

‘The longer each negotiation around behaviour takes for the few, the less time you can give to the many. them in class too.’ (Paul Dix, When The Adults Change, Everything Changes. 2017)

Behaviour Script

When a pupil shows behaviour inside or outside of the classroom the following behaviour actions should take place. This should be done by any member of staff in school.

Caution	Last Chance	Time out	Restorative Repair
1	2	3	Magic

Caution

Adult says, “That is one” and may show a 1 on their hands or may show a 1 with no words. This demonstrates to the child that the behaviour they are displaying is not acceptable and they are being given a chance to rectify this.

Last Chance

If a pupil continues to display unacceptable behaviour after one then the adult says, “That is two” and may show a 2 on their hands or may show a 2 with no words.

Time To Think

If after two, the pupils’ behaviour remains unacceptable then the Adult says, “That is three” and may show a 3 on their hands or may show a 3 with no words.

Once an adult has to get to three, the pupils need to have 5 mins out. It is at the discretion of the staff member as to where this time to think happens. For example if this is during playtime, they may be asked to stand with the staff member or sit on a bench, if this is in the classroom they may be asked to go to another classroom, if the pupil is in the dining room, they may be asked to have some time in another area e.g the main hall.

Following time to think the pupil and the member of staff should have a restorative repair. The timing of this should not interfere with any other pupils learning. This restorative repair may include one of the below reflective consequences alongside a restorative conversation.

If a pupil has had to have time to think, this must be recorded on CPOMS.

Reflective consequences (this list is not exhaustive or necessarily sequential)

1. Thinking time in class
2. Doing unsatisfactory work again or finishing work in playtime or lunchtime
3. A natural consequence as a result of their behaviour

Restorative Repair

*'As you address each question, remember that in between your truth and the child's truth is **the** truth.'*
(Paul Dix, When The Adults Change, Everything Changes. 2017)

We recognise that things don't always go well. When this happens, we use five steps towards restorative follow up. Restorative conversations happen in private.

1. What happened? (Neutral, dispassionate language.)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how can we put it right?

Younger Children: Restorative follow-up

Five questions is too many for younger children. Instead, choose two that you think are most pertinent to the incident or that you want to focus on with this particular child. As the children develop you can feed in more questions. Meet the need rather than assume too much by age.

Suggestions to focus on:

- Who has been affected?
- What can we do to make it right?

The key thing here is to support the children to see how the impact of their behaviour is not restricted to them alone.

The incident should then be recorded on CPOMS.

Patterns of behaviour

'Nothing says, "I have given up on you" more than passing on a child's behaviour to a member of SLT. When staff pass a child on the pupil understands one simple message: "You can't deal with me." In the management and improvement of behaviour follow-up is everything. If you want to establish true consistency over time, how and when you follow up is the critical element. Children respect teachers who persistently keep track, never let it lie and ensure that every pupil, regardless of their reputation, is dealt with personally. Follow-up works. It ensures that consequences are faced, mirrors are held up and agreements are re-chalked for the next lesson.'

- *My classroom*
- *My responsibility*
- *My consistency*

If someone else is trying to talk through the incident, administer the punishment and reset the boundaries, then you cannot expect the changes in behaviour that you so desperately need. Of course, if you allow other members of staff to whisk away students you may also undermine your own position in their hierarchy of importance.'

(Paul Dix, When The Adults Change, Everything Changes. 2017)

When there are patterns of behaviour, the class teacher or SENCO will work with parents to analyse the presenting behaviour, and should it be necessary, a behaviour plan (Appendix 2) will be put in place, which will involve a meeting with the parents and child.

Serious incidents are classed as:

Any instances of:

- Violence
- Swearing
- Damage
- Stealing
- Bullying/Cyberbullying
- Discrimination related to any of the protected characteristics
- Persistent rudeness, refusal or disruption (for example, time out throughout the day)

These incidents will be recorded on CPOMS and SLT will be alerted.

Parents will be informed by the class teacher. The class teacher will make a decision on any resulting consequences or outcomes and this will be in discussion with a member of SLT. This will all be recorded on CPOMS.

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 – refer to 1,2,3 magic
- Sending the pupil out of the class – refer to 1,2,3 magic
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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:

- Hurting themselves or others
- Damaging property to the extent of causing injury to themselves or others
- If a criminal offence is being caused, if appropriate the police should be contacted

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 on CPOMs and school must inform parents/carers

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 Searching, screening and confiscation

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

Ensure you contact your DPS team for advice and support.

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/carers, if appropriate.

7.6.1 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

- Parents must be informed immediately (see 7.6.4 for further detail)

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

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

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

An appropriate location for the search will be found. This must be out of sight and 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. The member of staff will then contact a member of SLT to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

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

‘Outer clothing’ includes:

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

7.6.2 Searching pupils' possessions

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

- Desks
- Lockers
- Bags
- Trays

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.

7.6.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- 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 on CPOMs.

7.6.4 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

7.6.5 Support after a search

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

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

If the child has a social worker, they will be informed by the school.

7.6.6 Strip searches

The [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/policy-0106-14-pace-codes-of-practice.pdf) states that strip searches on school premises should only be carried out by police officers.

Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/policy-0106-14-pace-codes-of-practice.pdf). 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 always advocate for pupil wellbeing.

In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

7.6.7 Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of SLT (Senior Leadership Team) can act as the appropriate adult (see below for information about the role of the appropriate adult).

In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT 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.

7.6.8 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 (and pupil, if possible).

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

The search will not be carried out anywhere where the pupil could be seen by anyone else.

7.6.9 Care after a strip search

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

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

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

Any pupil(s) who have been strip searched previously 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

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
This could be within school or out of school's hours.
- 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

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 and contact their link DPS.

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 or a member of the senior leadership team 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.

All elements will be recorded on CPOMs.

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:
 - 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.

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 and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

8 Serious sanctions

8.1 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. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed until a pupil has regulated.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with class teachers
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

8.2 Internal Suspension

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension.

Parents and carers will be notified in advance of an internal suspension.

When 'Remove rooms' should be used:

- for pupils who have been internally suspended and referred through the correct channels
- when a potentially explosive situation can be resolved by placing pupils in the remove room
- in line with the school's behaviour policy

When 'Remove rooms' should not be used:

- for statutory education provision for excluded pupils

- as a place where pupils catch up on coursework or missed exams and tests
- for pupils sent without using the school's referral mechanism

Internal suspension should not become:

- a provision for long-term respite care
- a 'dumping ground' for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

The reasons for the referral to the remove room should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed in the remove room. All referrals will be authorised by the Head teacher.

8.3 Suspension and permanent exclusion

Headteacher must inform the DPS team in the event of a 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 headteacher and only as a last resort.

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

Please refer to our OLOL suspensions and exclusions policy for more information.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Approach to anticipating and removing triggers of misbehaviour:

- *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*
- *Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema*
- *Training for staff in understanding conditions such as autism*
- *Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.*
- *Provision maps tailored towards meeting the needs of individual pupils*
- *Adaptation of the timetable and curriculum for individual pupils*
- *Clear communication between all staff so that a consistent approach towards behaviour is followed*

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil 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 pupil 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.

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

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

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

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

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

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

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

ICDS Nottinghamshire county council icdsehcMandAlocality@nottsc.gov.uk

10 Supporting pupils following a sanction

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

- Reintegration meetings
- Daily contact with SLT
- A contract with personalised behaviour goals
- Regular communication between pupil, their parent/carer and key members of staff
- Follow up support internal/external as appropriate
- Daily monitoring of reintegration

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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12 Training

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

- 1,2,3 magic

- Behaviour policy
- The needs of the pupils at the school
- The proper use of restraint
- How SEND and mental health needs can impact behaviour
- How external factors can impact behaviour

Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every half term by SLT.

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 them.

13.2 Monitoring this policy

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

14 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Alternative Policy

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy