

(PUPIL) BEHAVIOUR POLICY

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BRINE LEAS SCHOOL



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1. FOREWORD FROM THE HEADTEACHER

The school mission statement is 'Believe, Learn, Succeed'. We hope that everyone in school believes in both themselves and the rest of our community around them. Our key values as a school are Trust, Respect, Optimism, Courage, Resilience, Equality, Equity and Inclusion. This policy is to help everyone in the school maintain these values. We encourage learning and remove barriers or obstacles to achieve this goal. We want everyone in our school to succeed.

The school believes that good behaviour forms the basis of high-quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and pupils are expected to wear their uniform in the correct manner and to take a pride in their appearance. Pupils and parents are regularly reminded of the importance of a high standard of uniform and there is a procedure in place to address the issue of pupils not meeting the expectations of the school.

All pupils should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

The school has a clear set of rewards which exist to promote good behaviour and a work ethos. Alongside this are rules that are clear to everyone who is a member of the school. All pupils need to know where the boundaries are for behaviour. They also need to have a good understanding of what is expected of them. We aim to provide a consistent approach to behaviour management and ensure that the wellbeing of staff and pupils is catered for. This is the purpose of the Code of Conduct.

At Brine Leas School we want all children to enjoy learning. Teachers and support staff work very hard to make lessons and extra-curricular activities interesting, rewarding and relevant. If there is poor behaviour, then the sanctions are very clear; high quality learning cannot take place where there is disruption and an atmosphere of mistrust.

Positive Schooling is exactly that. It promotes good behaviour and deals with poor behaviour in a series of graduated steps.

David Cole
Headteacher

2. AIMS

Achieve Success by	Value others by
Encouraging high aspiration and a love of learning Maximising progress and potential Providing rewarding learning experiences Listening to and respecting others' views Offering diverse opportunities Recognising and celebrating all achievement Preparing for independence and future challenges	Contributing to a safe school environment Showing tolerance, respect and fairness Appreciating and embracing diversity Being an active member of our school and local community Preparing for independence and future challenges Co-operating with others Listening to and respecting others' views

3. LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Behaviour and Discipline in Schools: Advice for headteachers and school staff. January 2016.
- Education Bill 2011
- DfE document- Ensuring Good Behaviour in Schools
- Searching and screening pupils is conducted in line with the DfE's latest guidance
- 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 online

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

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

4. DEFINITIONS

4.1 Expected behaviour – the Code of Conduct “The Brine Leas Way”

As a school community, we strive for the best behaviour. Pupils' best behaviour supports learning and supports others with their learning. It allows staff to teach and embodies Trust, Respect and Optimism. Modelling and exemplifying the positive behaviours we expect, allows pupils' character, values and skills to be enhanced. Everything we do as a learning community is embodied in the curriculum, policies, ethos, practices and values of the school. The Code of Conduct consists of the behaviours that we want pupils to display and highlights those behaviours which are not acceptable. We call this the **Brine Leas Way**.

Brine Leas School places high importance on our pupil voice and our Student Councils. Each form has one or two representatives who attend year council meetings and then feedback to their form groups. This is mirrored in the sixth form and the House System. Furthermore, our more senior pupils have the opportunity to become advocates for the school via the Principal Students programme and the Year 11 Prefects.

To develop the whole individual and genuinely prepare our learners for a changing world, we strive to nurture our young people's sense of citizenship and to promote their spiritual, moral, social and cultural (SMSC) development at every opportunity. Our school has a thriving enrichment programme as well as opportunities to participate in numerous trips and visits. In addition, subject curricula deliver opportunities to discuss moral issues, experience awe and wonder and help pupils to develop their social skills.

Behaviour for Learning – Move around school in a calm and sensible manner, Arrive on time, all the time, Enter classrooms ready to learn, Complete all of your work to the best it can be, Positive attitude brought to every lesson, Bring all necessary equipment to every lesson

Trust, Respect, Optimism and Attitudes to Learning – Quickly follow every instruction first time, Take responsibility for your own actions, Accept sanctions issued by staff, Kindness when others struggle and offer help, Kindness when others succeed, Praise your classmates when they have struggled and then succeeded, Report or try and stop unkind words and bullying behaviour Treat others as I would like to be treated, Always treat all other pupils and staff with respect, and to follow instructions given by any member of school staff, Ensure that the school buildings and outdoor facilities are kept tidy and free from litter, Communicate in a professional and respectful manner with all other pupils and staff, Acting as a role model to younger pupils, and demonstrating mature and sensible behaviour, Bring any other personal issues about yourself or other pupils to the attention of school staff as required, Pupils are expected to show respect to members of staff and each other and accept sanctions when they are given.

Courage and Resilience - Expect to find some work really hard, Accept that things in life are sometimes tough but don't use them as an excuse, Accept that it's okay to make mistakes when work is hard and then keep trying until you make progress, Keep trying – ask for help from classmates, teachers and others, Know that failure is a normal part of learning and you will get through, Never let your frustrated feelings turn in to giving up or poor behaviour

Self-efficacy – Want to be better than your previous best, Seek and act upon feedback, Regularly attend clubs and activities throughout the year, Always strive to want to know more and improve your knowledge and skills, Respond to all feedback and targets set by teachers, Be kind to yourself when things get tough- but don't use it as an excuse to give up, Don't see the success of others as a threat to you, Appreciate and understand the work your teachers do when you are being challenged, Ask for help, support or advice if needed, for wellbeing academic support, Inform parents/guardians of relevant meetings and information concerning my education, including taking home letters and returning reply slips, All pupils are expected to attend and engage in any meetings with staff that are organised as part of a support plan or to discuss any issues with learning or behaviour.

Pupils are to be mindful that when in uniform or identifiable as a pupil at the school that they are ambassadors for the school.

4.2 Unacceptable behaviour

We expect pupils to show kind, supportive, polite behaviour for learning at all times and therefore unacceptable behaviour is defined as behaviour which falls below these expected standards:

- Disruption to learning including:
 - Lateness to school or lessons
 - Not bringing the equipment necessary for learning
 - Distracting others from learning or teaching
 - Not completing homework
- Disruptive or anti-social behaviour outside of lessons such as on the stairs, corridors, or canteen queues such as pushing, shoving, shouting, rough play or invasion of personal space
- Not following school rules or policies including the 'Uniform Policy'
- Being unkind or rude to staff or pupils
- Poor attitude to learning
- Uncooperative behaviour (i.e. not following instructions first time)
- Cheating, copying or plagiarism
- Failure to comply with a reasonable request from a member of staff

These are examples and this list is not exhaustive.

4.3 Serious misbehaviour

The next level of unacceptable behaviour is defined as:

- Failure to repeatedly comply with a reasonable request from a member of staff
- Repeated breaches of any school rule or policy
- Any form of bullying which is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (see 6. Bullying)
- Sexual assault/violence or harassment including sexual harassment or any inappropriate or unwanted sexual behaviour
- Behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, theft or damage to property or the school site
- Fighting or the use of physical violence
- Substance abuse (includes all forms of drugs, alcohol and smoking/vaping) or being linked or associated with persons doing so.
- Not following instructions from senior members of staff
- Racist, sexist, homophobic or any discriminatory behaviour
- Recording or broadcasting images or video of any member of the school community on the school site or without their express permission when not on the school site
- Making unfounded or malicious allegations against a member of staff or another pupil
- Possession of any prohibited items. Examples of these are:
 - Knives or other weapons
 - Alcohol, drugs or associated equipment or paraphernalia (including vaping equipment and items used in smoking)
 - Stolen items
 - Fireworks and other incendiary or dangerous items
 - Pornographic or sexual images (including those stored on digital devices or shared with others)
 - 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)
 - Significant sums of money (only money needed for food or travel, payment for school activities is allowed)
- Use of any prohibited substances. Examples of these are:
 - Alcohol, tobacco, drugs, vapes, volatile substances

4.4 Sexual harassment and sexual violence

We operate in line with the guidance in the [Keeping Children Safe in Education \(KCSIE\) statutory guidance from the Department for Education \(DfE\)](#). Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. We operate a zero-tolerance approach to sexual violence and sexual harassment and make it clear that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We will always challenge and never accept challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts and this will always be considered as the most serious misbehaviour and potentially receive the very highest sanctions the first time it is encountered.

4.5 Bullying

Bullying is the repetitive, intentional harming, threatening or intimidation of one person or group by another person or group. It is deliberately hurtful, can be repeated, often over a period of time and is difficult to defend against.

Bullying can include:

- Emotional (being unfriendly, excluding, tormenting)
- Physical (hitting, kicking, pushing, taking another's belongings, any use of violence)
- Prejudice-based and discriminatory, including:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/biphobic/transphobic
 - Disability-based taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexually explicit or sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying – bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Brine Leas School does not accept bullying and incidents of bullying will be dealt with in line with this policy and the Anti-Bullying policy.

4.6 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.

4.7 Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be dealt with within the scope of this policy. This includes the disciplinary actions that will be imposed on pupils for unacceptable behaviour. This includes school transport, provided by the Local Authority. Conduct outside the school premises, including online conduct, that will be dealt with by this policy includes but is not restricted to, misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to pupils or staff; or
- that could adversely affect the reputation of the school.

The decision to take disciplinary action against a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school (i.e. a school trip).

5. ROLES AND RESPONSIBILITIES

5.1 Governing Board

The Governing Board are responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

- The Headteacher and Senior/Extended Leadership team will support staff in managing behaviour, implementing the 'Behaviour Policy', creating a positive learning culture and the use of rewards and sanctions.
- The Headteacher and Governing Body will support staff if they need to use 'reasonable force'.
- The Headteacher is responsible for taking the decision to exclude any pupil should it become necessary, which will only be done after consultation with key staff.
- The Headteacher will deal with any allegations against staff, and they will be dealt with in a fair and consistent way. Unfounded and/or malicious allegations against any member of staff will result in a serious sanction for that pupil.
- Governors will monitor the implementation of the 'Behaviour Policy' through termly updates on rewards, sanctions, exclusions etc

The Headteacher will also ensure that reasonable adjustments are made to any sanctions by having regard to the school's legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of an individual pupil.

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

5.3 School Staff

All members of staff are briefed on and inducted into day-to-day procedures for managing behaviour and the need for consistent application of the rewards and sanctions system is emphasised. All members of staff take responsibility for the behaviour and safety of pupils by:

- Creating a calm and safe environment for pupils.
- Keeping members of the SLT, including the Head Teacher, informed of behaviour issues in each year; which will be reviewed on a weekly basis in SLT meetings. Each year group has a linked member of the SLT.
- Communicating promptly with parents in the event of serious or persistent breaches of the school's behaviour policy and/or code of conduct.

- Give clear guidance to pupils to ensure that they understand what is expected of them through the assembly programme, form time and during lessons.
- Recognising and rewarding good behaviour and attendance on a regular basis.
- Communicating to parents the day before if we intend to detain a pupil out of school hours to ensure that alternative transportation home can be arranged if required.
- Ensuring all sanctions and rewards are issued in line with this policy and the 'Rewards and Sanctions' guidance.
- Modelling positive behaviour.
- Provide a personalised approach to the specific behavioural needs of pupils.

5.4 Parents/Carers

Parents/carers are expected to:

- Get to know the key policies in school (Behaviour, Uniform and others) and reinforce them at home to support the home-school partnership.
- Support their child in aspiring and adhering to this behaviour policy and familiarise themselves with the rewards and sanctions system.
- Inform the school of any changes in circumstances that may affect their child's learning behaviour.
- Model positive behaviour and treat all members of the school community with respect.
- Discuss any behavioural concerns with the form tutor promptly or pastoral team.
- Monitor My Child At School (MCAS) and their child's attendance and behaviour at school.

5.5 Pupils and pupils

Pupils and pupils are expected to always follow the 'Code of Conduct' and the 'Uniform' policy by:

- behaving in a way that does not adversely affect the learning or health and safety of others or themselves.
- behaving responsibly on their journey to and from school and on school trips to not bring the school into disrepute.
- using modern technology appropriately and safely. Please see the 'Anti-Bullying Policy' and 'E-Safety Policy' for further guidance.
- Pupils should never resort to physical violence.

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.

6. RESPONDING TO BEHAVIOUR

6.1 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 an environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.

- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

6.2 Good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise.
- Merits, behaviour for learning grades, attitude to learning grades.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Representing the school on a sporting event.
- Participation on school trips.
- Badges and certificates.

6.3 Unacceptable behaviour and serious misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

The Rewards and Sanctions procedure details the action taken at each step of the process.

Serious misbehaviour may require a pupil to enter the sanctions procedure at a higher level. A pupil returning from a suspension will automatically be on the Behaviour Intervention Ladder at Level 3. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A verbal reprimand and reminder of the expectations of behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Reflection sessions at break or lunchtime.
- Detentions at break time, lunchtime or after school.
- Loss of privileges – for instance, the loss of a prized responsibility or going on school trips.
- 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.
- Agreeing a behaviour contract.

- Putting a pupil 'on report'.
- Removal of any privileges that have been earned or given.
- Removal of the pupil from the classroom and placing them in an alternative classroom.
- Removal of the pupil from the classroom and placing them in the reflection room or referral unit.
- Alternative provision
- Directed off-site provision.
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

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

7. REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. Due to the excellent standards of behaviour around our school, it is very rare for any form of physical intervention to be necessary when dealing with behaviour issues. However, we reserve the right to use reasonable force through "Positive Handling" where necessary. This may include using reasonable force, to prevent a pupil from:

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

Relevant staff receive regular training in "Positive Handling."

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8. MOBILE PHONES AND OTHER DEVICES

At Brine Leas School pupils are not permitted to use mobile phones and other electronic/digital devices in school unless specifically authorised and monitored by a member of staff in exceptional circumstances. If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the pupil; they must be kept out of sight and switched off or silent.

If a pupil is using (or allowing another pupil to use) a mobile phone or other electronic/digital device without permission from staff, the device will be confiscated by the member of staff concerned and kept safely until the end of the school day.

Mobile phones or electronic devices must never be used to record, photograph or video staff or other pupils at any time and doing so is a serious breach of this Behaviour Policy and the Safeguarding Policy.

Years 12 and 13 pupils are allowed to have mobile phones out while in the BL6 building, but not while on any other part of the site and they must never be used to record, photograph or video staff or other pupils at any time.

In addition to the school expectation about mobile phones in school, examining boards set their own criteria (complete prohibition) for examinations and assessments and take their own action if this is not followed. As a minimum this is to cancel the paper and often qualification concerned but is often to cancel the award of all qualifications from that examining board.

9. SEARCHING, SCREENING AND CONFISCATION

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

9.1 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

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

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

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

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

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

- Assess whether there is an urgent need for a search.

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

If the pupil refuses to agree to a search, then this will be a serious misbehaviour and the member of staff will give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, deputy headteacher, SLT link or designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified earlier in this policy, 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 only search a pupil's outer clothing, pockets, possessions, bags, desks or lockers.

Outer clothing includes:

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

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items listed earlier in this policy 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.

9.2 Screening

Screening can help provide reassurance to pupils, staff, and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating and make an assessment of whether it is necessary to carry out a search.

9.3 Confiscation

Any prohibited items found in a pupil's possession whether surrendered voluntarily or as the result of a search will be confiscated. These items will not be returned to the pupil. They will be returned to the pupil's parents on request. We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

9.4 Informing the Designated Safeguarding Lead (DSL)

The member of staff who carried out the search must inform the DSL without delay and this will then be recorded in the school's safeguarding recording system (CPOMS).

9.5 Informing parents

Parents will always be informed of any search for a prohibited item and is preferable but not necessary for other items or reasons. When necessary, a member of staff will tell the parents as soon as is reasonably practicable:

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

9.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. 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 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 discipline the pupil in accordance with this policy.

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

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

11. PRIVILEGES, REWARDS AND CONSEQUENCES

A whole school system of privileges, rewards and consequences (disciplinary actions) has been designed to encourage and reward all pupils who do their best in lessons, homework, and extra-curricular activities. The application of both rewards and sanctions must have regard to individual situations and individual pupils.

11.1 Privileges

There are privileges in school and in school life that are part of the way that school operates (e.g. pupils being allowed to have a mobile phone in school, but not able to use it), to facilitate a safer way of getting to and from school.

These privileges include, but are not limited to:

- Using the school canteen (as a social space)
- Going on school trips and residentials
- Having a mobile phone in their bag/pocket throughout the school day
- Representing the school in sports and other teams
- Extra-curricular clubs and activities
- Taking part in house activities and competitions
- Representing a form group, year group, or house
- Pupil leadership roles, including prefects, leaders, house captains, student union etc.
- Social time with friends and classmates at morning break and lunchtime
- Year 11 prom and Year 13 celebration event
- Year 11 leaver's day and Year 11 hoodies

All privileges can be withdrawn for breaches of the behaviour policy; expectations as part of a support plan (usually after a suspension or serious breach of this policy); expectations of Year 11 and 13 in the period of preparation for examinations, during examinations, or any other legitimate reason to modify a pupil's behaviour. The Year 11 prom and leavers day expectations are explicitly shared with Year 11 at the start of the year and at regular intervals throughout the year.

11.2 Rewards

A consistently positive attitude to learning will be rewarded in a number of ways in school from praise in the classroom to tangible awards presented in assembly.

There is an annual reward event in the summer term to which all pupils meeting the criteria are invited. Criteria are based on good attendance and effort in lessons. At the end of each term there will be the opportunity to reward pupils. Good attendance will also be celebrated with communication to parents.

The rewards programme means that many pupils gain recognition for their work in the shape of merits, headteacher merits, postcards home, emails, verbal praise etc. This encourages pupils to take pride in their work and effort. Through this approach all pupils stand an equal chance of gaining recognition, as each pupil's target is to do their best. We aim to recognise good work and

to encourage all pupils to develop their potential to the full. The House System and rewards programme encourage pupils to enjoy school and to work to their best, both in and out of lessons.

Pupils demonstrating and living the school values (Trust, Respect, Optimism, Courage, Resilience, Inclusion and Equality) both inside and outside of lessons will be recorded and lead to rewards for pupils on the number of merits they have received.

We also hold an annual 'Academy Awards' evening for pupils to celebrate their excellence and participation in lessons and other school activities.

11.3 Consequences (disciplinary actions) and withdrawal of privileges

The purpose of disciplinary actions is to demonstrate that some behaviour is not acceptable, to reflect and modify behaviour choices and to foster positive re-engagement with school and achieve success.

It is necessary to make reasonable adjustments in the application of this behaviour code when dealing with vulnerable pupils such as those in receipt of pupil premium and FSM. These adjustments may be in relation to supporting vulnerable pupils with equipment and uniform. Pupils with the following non-exhaustive list of needs or vulnerabilities should be offered extra support and consideration:

- Special Education Needs
- Those who need extra support including dyslexia, autism, attachment issues, speech and language impairments, sensory and physical impairments.
- Those with medical conditions such as diabetes, epilepsy or disfigurement
- Those who have been diagnosed as suffering from BESD, ODD, SEN, ADD/ADHD, pupils with syndromes such as Tourette's and/or other mental health disorders.
- Looked after children (including those who are Previously Looked After Children)

Discipline is the responsibility of everyone; problems within classrooms on most issues should be dealt with by subject teachers and in turn Curriculum Leaders, Pastoral staff and ultimately all adults in school.

11.4 Detentions (and Reflection Times)

All teaching staff have been authorised by the headteacher to issue detentions in line with the this policy. Pupils can be issued with reflection times and detentions during break, lunchtime or after school. We will inform parents of detentions taking place outside of normal school hours. When sanctioning a detention, the school will consider whether doing so would:

- compromise the pupil's safety.
- conflict with a medical appointment.
- prevent the pupil from getting home safely.
- interrupt the pupil's caring responsibilities.

11.5 Removal from classrooms and classroom parking

In response to serious or persistent breaches of this policy and disruption to teaching and learning in the classroom, the school will remove the pupil from the classroom for a limited time and place them elsewhere. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum for their class.

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 an appropriate member of staff and will be removed for a maximum of two school days unless otherwise authorised by the headteacher. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

11.6 Suspensions and Exclusions

Suspensions (and ultimately a permanent exclusion) will be reserved for the most serious misbehaviour, repeated disruptive behaviour and after the behaviour intervention ladder has been utilised unless the behaviour is so serious as to move straight to a suspension or permanent exclusion, or it has not been possible to engage the parents as needed.

Post suspension interventions and support plans are designed to support pupils to improve their behaviour on return to school following a suspension. The appropriate action should be agreed by the Head of Year, the SLT link and, where possible, discussed with the child and their parent in the reintegration meeting.

The suspension will have arisen from repeated breaches of this Behaviour Policy or a serious breach of it. Therefore, the primary aim of the meeting must be to understand those behaviours(s) and to plan how to avoid a repetition of them.

The pupil must also take part in some form of restorative justice, likely by the way of a letter of apology to any affected pupil or member of staff.

Reflection, therapy sessions, work with outside agencies, work with school staff, detentions, reports, attendance at lunchtime clubs, anger management or any other appropriate interventions will be used to try to avoid a further suspension or permanent exclusion. This will require the collaboration of the pupil, parents, staff and the school.

11.7 In class behaviour ladder

	Description	Rewards and Sanctions
1	Outstanding Learning behaviour All of the expected behaviour for learning and: Going above and beyond classroom expectations Showing grit and determination in the face of challenges Supporting peers and teachers to enable outstanding leaning. Always has the correct equipment for class and shows a great pride in their work	Behaviour for Learning Grade 1 (register) Attitude for Learning Grade 1 (over time) Merits
2	Disruption to teaching and learning.	1st warning - name on the board.

	Continued disruption to teaching and learning.	2 nd warning – name ticked, and reflection time issued. Parents contacted for repeated reflection times.
	Further disruption to teaching and learning.	3 rd warning – name double-ticked, detention issued. Parents contacted.
3	Removal from the lesson Any further disruption results in the pupil being parked in another lesson in the faculty by the teacher or the use of the 'on call' system if the teacher is unable to resolve the issue.	After school detention issued as a minimum. Parents contacted.

12. BEHAVIOUR INTERVENTION LADDER

Level 1	<p>Meeting with Head of Year</p> <p>Head of Year - Discuss BFL record. Identify issues and suggest strategies to improve. Parental contact. Meeting recorded on School Management Information System (MIS) – Bromcom.</p> <p>Parent(s) – support the strategies from the meeting.</p> <p>SENCO – advise on the strategies if the pupil is on the SEND register.</p> <p>Sanctions – Detentions and After School Detentions used if appropriate.</p> <p>Review after 2 and 4 weeks. Contact home. Move to Level 2 if necessary. Contact home if there is improvement or resolution.</p>	<p>Trigger points</p> <ul style="list-style-type: none"> • 25 negative behaviour points <p>Monitored by:</p> <ul style="list-style-type: none"> • Form teacher / Associate Heads of Year <p>Minimum behaviour sanction</p> <ul style="list-style-type: none"> • Detention (break or lunchtime)
Level 2	<p>On Report</p> <p>Head of Year – Seek teacher feedback. Make SLT link aware. Inform parents and follow-up with letter. Record on School Management Information System (MIS) – Bromcom. Individual Behaviour Plan Considered.</p> <p>SLT Link – discuss with Head of Year and SENCO.</p> <p>Parent(s) – support the school strategies.</p> <p>SENCO – advise on the strategies if the pupil is on the SEND register. Consider possible unidentified need.</p> <p>Sanctions – Detentions and After School Detentions used if appropriate.</p> <p>Review after 2 and 4 weeks. Contact home. Move to Level 3 if necessary. Contact home if there is improvement or resolution.</p>	<p>Trigger points</p> <ul style="list-style-type: none"> • 50 negative behaviour points • Failure to complete Level 1 <p>Monitored by:</p> <ul style="list-style-type: none"> • Associate Head of Year / Head of Year <p>Minimum behaviour sanction</p> <ul style="list-style-type: none"> • Pastoral detention or Curriculum detention

Level 3	<p>Meeting with SLT link / Pastoral SLT Head of Year / SLT link – Inform parents and follow-up with letter. Continue 'On Report'. 'Out of lesson' report (SLT/HoY) Meeting recorded on School Management Information System (MIS) – Bromcom. Individual Behaviour Plan. Parent(s) – support the school strategies. Meet staff if needed. SENCO – Consider parental contact to identify possible unidentified need. Sanctions – After School Detentions used if appropriate. Review after 2 and 4 weeks. Contact home. Move to Level 4 if necessary. Contact home if there is improvement or resolution. N.B. All pupils will start at Level 3 on this ladder after a suspension unless they are already at a higher level.</p>	<p>Trigger points</p> <ul style="list-style-type: none"> • Serious misbehaviour • Suspension • 100 negative behaviour points • Failure to complete Level 2 <p>Monitored by:</p> <ul style="list-style-type: none"> • Head of Year / SLT link <p>Minimum behaviour sanction</p> <ul style="list-style-type: none"> • After school detention
Level 4	<p>Behaviour Review – (Head of Year / SLT link / Pastoral SLT / Parents / Headteacher) Head of Year / SLT link – Meet parents and follow-up with letter of outcomes. Create Pastoral Support Plan (PSP). Meeting recorded on School Management Information System (MIS) – Bromcom. Parent(s) – Attend the meeting. Support the school strategies. SENCO – Attend meeting if necessary. Sanctions – After School Detentions used if appropriate. Review after 2 and 4 weeks. Contact home. Move to Level 5 if necessary. Contact home if there is improvement or resolution.</p>	
Level 5	<p>Panel Review – (Head of Year / SLT link / Pastoral SLT / Headteacher) Head of Year / SLT link / Pastoral SLT – Follow-up with letter of outcomes. Update Pastoral Support Plan (PSP). Meeting recorded on School Management Information System (MIS) – Bromcom. Parent(s) – Support the school strategies. SENCO – Attend meeting if necessary. Sanctions – Alternative provision used if appropriate. Review after 2 and 4 weeks. Contact home. Move to Level 6 if necessary. Contact home if there is improvement or resolution.</p>	
Level 6	<p>Disciplinary Review – (Head of Year / SLT link / Pastoral SLT / Parents / Headteacher) Head of Year / SLT link / Pastoral SLT – Follow-up with letter of outcomes. Update Pastoral Support Plan (PSP). Meeting recorded on School Management Information System (MIS) – Bromcom. Parent(s) – Support the school strategies. SENCO – Attend meeting if necessary. Sanctions – Directed off-site provision – potential managed transfer if appropriate. Review after each provision. Contact home if there is improvement or resolution.</p>	

13. TRAINING

Behaviour management forms part of our on-going professional development to ensure a consistent approach to dealing with behaviour across the school. The continued development of our positive learning culture is discussed in staff briefings, faculty meetings and during allocated training time to share best practice and offer support to all staff.

14. MONITORING ARRANGEMENTS

This policy will be reviewed by the Headteacher, staff, pupils and Governing Board every three years. At each review, the policy will be amended if necessary and approved by the Governing Body.

15. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Drugs Education policy
- Teaching and Learning Policy
- Equality Policy

16. WORKLOAD IMPACT ASSESSMENT:

This policy has been assessed in relation to additional workload for staff involved in this policy. The policy does not increase work and we have streamlined systems between the sixth form and main school to improve workload.

Appendix 1 – Behaviour Intervention Ladder letters

Level 2 Behaviour Intervention proforma

Dear Parent/Carer,

I met with pupil [name] on [date] to discuss their behaviour. This was in response to:

[Reason 1]

[Reason 2]

[Reason 3]

We discussed the Behaviour Intervention Ladder during this meeting which constituted Level 1 of the process.

We also discussed any support needed for behaviour to improve and agreed the following targets:

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them. I have enclosed a copy of the Behaviour Intervention Ladder for your reference which forms part of the school's Behaviour Policy. This policy can be found on the school website.

Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Kind regards,

[name]

[position]

Level 3 Behaviour Intervention proforma

Dear Parent/Carer,

Level 3 Behaviour Intervention

I recently wrote to advise you that your child had been placed on Level 2 of our Behaviour Intervention Ladder. Unfortunately, since this meeting, [name]'s behaviour has not improved. I have now advised them that they are now being placed on report. This will enable me to monitor their behaviour on a daily basis and address issues as they arise.

In addition to this, I have sought specific feedback from your child's teachers. Further to this the support and targets agreed at Level 2 [remain in place/have been adjusted] as below:

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them. Our Behaviour Policy which includes the Behaviour Intervention Ladder can be found on the school website.

Behaviour will continue to be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Kind regards,

[name]

[position]

Level 4 Behaviour Intervention proforma

Dear Parent/Carer,

Level 4 Behaviour Intervention

Dear Parent/Carer,

Level 4 Behaviour Intervention

Further to my recent letter advising you that your child has been placed on Step 2 of the intervention process, [name]'s behaviour has continued to fail to meet the expectations set out in our Behaviour Policy.

Mr/Mrs [name], [position], SLT link to Year [year] and I met with [name] on [date] to discuss the following areas:

[Reason 1]

[Reason 2]

[Reason 3]

We discussed the Behaviour Intervention Ladder during this meeting which constituted Level 3 of the process. Discussed also was any support needed for behaviour to improve and the following targets were agreed.

[Target 1]

[Target 2]

[Target 3]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with them. Our Behaviour Policy which includes the Behaviour Intervention Ladder can be found on the school website.

Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Kind regards,

[name]

[position]