



# CAISTOR GRAMMAR SCHOOL

## BEHAVIOUR POLICY

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**Signed:**

*Lucy Jackson*

**Chair of Trustees**

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## **1. Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour. A place where students can flourish, learn, be challenged, praised when they do well, guided when things don't go so well, feel safe, are respected and where they can be the best version of yourself.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our school. Everyone is responsible for their own behaviour.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Outline what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. Legislation, requirements, and statutory guidance**

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

- Behaviour and discipline in schools: advice for Headteachers and school staff, 2016
- Behaviour in schools: advice for Headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies, and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies, and student referral units in England, including student movement - 2022
- Use of reasonable force in schools
- Supporting students with medical conditions at school

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

In addition, this policy is based on:

- 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.Roles and responsibilities**

#### **3.1 The School Trustees**

The School Trustees are responsible for monitoring this behaviour policy's effectiveness and for holding the Headteacher to account for its implementation.

#### **3.2 The Headteacher**

The Headteacher is responsible for:

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

#### **3.3 Teachers, staff and SLT**

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

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The proper use of restraint, where required

Restraint should only be used in extreme situations like when a student exhibits dangerous behaviors towards self or others, when a risk of serious and imminent physical harm or injury is evident.

Behaviour management will also form part of continuing professional development.

All staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour

- Be part of a duty rota that operates to provide support and appropriate challenge before school, at break times and after school.
- Apply the Rewards and Sanctions policies in an appropriate, systematic and consistent manner.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly through CPOMS/CFC to enable communication and ensure monitoring is effective in relation to attendance, homework and behaviour.
- Challenging students to meet the school's expectations
- Differentiate their approach to behaviour as advised by SENCO/SLT, where a student has an identified Special Education Need/ individual behaviour plan.

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

### 3.4 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's form tutor or Head of Section promptly
- Attend meetings in School, as requested by School, to discuss their child's behaviour
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### 3.5 Students

Students will be informed of the behaviour culture of our school (below) during their induction and then reminded of them at appropriate times during the year:

- They have a duty to follow the behaviour policy and the key rules and routines of the school

- Expectations for students can be found in Appendix 1

The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behaviour expectations

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

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

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

Extra support and induction will be provided for students who arrive at school mid-way through the year.

#### **4. Mobile Phones**

Our policy is differentiated by year group as we believe that students should enjoy increased independence regarding their access to phones and mobile devices during the school day.

The key rule is that students must not access their phones while moving around the site and while they are in student accessed areas of the school site. Phones should also be switched off when students enter the school site (with the exception of the use of Middle Court after the end of the day when awaiting buses). Other rules are differentiated according to year group.

Student accessed areas are as follows: Dining Hall, bottom court, middle court, top court, internal stair wells and stairs, corridors, toilets, public walkways around school, including the stairs from Lindsey House, Newbolt Centre, Grove Court, Olympic Torch Building to the top side of school and the Navigation Lane playing fields site, including the car park and pavilion and in transit to and from the site.

Any breach of the acceptable use agreement by a student may trigger disciplinary action in line with the school behaviour policy, this may result in staff looking at data or files on the phone if they have a 'good reason' and/or confiscation of their device.

Please refer to our [Online Safety Policy](#) for more detailed information.

#### **5. CCTV**

In order to monitor the school to protect staff and students we have installed CCTV cameras which record both video and sound. To assist with this process we may, at times, need to allow authorised staff to view short extracts to support in the investigations into incidents. The CCTV footage will at no time leave the school system (unless at the request of relevant authorities e.g. Police) and is always be held in a secure environment and only for the period of time that it is relevant.

## 6. Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the School's expectations on behaviour for learning, to support their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having/following the school's plan for dealing with low-level disruption
  - Using positive reinforcement

### 6.1 Safeguarding

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

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

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

Please refer to our [Child Protection and Safeguarding policy](#) for more information (policy GA)

### 6.2 Responding to good behaviour

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

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

Positive behaviour will be rewarded with: Verbal and written praise; Letters/ postcards or phone calls home to parents; Certificates, prize ceremonies or special assemblies; positions of responsibility, such as leadership and mentoring roles or being entrusted with a particular decision or project; whole class or year group rewards such as a popular activity.

A full list of our rewards can be found in Appendix 2.

## 7. Responding to misbehaviour

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



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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged conversations and phrases.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future. The school may use 1 or more of the following approaches in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting incomplete work to be completed at home, or at break or lunchtime
- Sending the student out of the class, for a short period of time
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents
- Referring the student to a senior member of staff

Staff will record the incident using an online Cause for Concern form or CPOMS for any Safeguarding concerns so that relevant staff will be informed, and the incident can be dealt with effectively and appropriately.

## **8. Responding to misbehaviour from students with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Such as:

- Training for staff in understanding conditions such as autism
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Short, planned, movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Use of specialised spaces (Beech House has a sensory zone or nurture room) where students can regulate their emotions during a moment of sensory overload.

## 8.2 Adapting sanctions for students with SEND

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

Whether the student was unable to understand the rule or instruction?

- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

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

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

## 8.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

#### 8.4 Students with an education, health, and care (EHC) plan

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

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

### 9. Bullying

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

Bullying is, therefore:

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

Please refer to our [Anti-Bullying Policy](#) (CD) for more information on our school's approach to preventing and addressing bullying.

### 10. Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g., school trips/sports fixtures)
- Travelling to or from school or the school field at Navigation Lane
- Wearing school uniform
- In any other way identifiable as a student at our school

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

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

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

## **11. Online misbehaviour**

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

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member. Please refer to the [Online Safety Policy](#) and Acceptable Use Agreement.

## **12. Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our [Child Protection and Safeguarding](#) policy for more information (policy GA)

### **13. Malicious allegations**

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

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

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

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

Please refer to our [Child Protection and Safeguarding](#) policy (policy GA) for more information on responding to allegations of abuse against staff or other students.

### **14. Reasonable force**

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

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. (Training to be arranged).

Only staff that have completed the Team Tech training will use physical restraint as a last resort. Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

### 13.1 Confiscation, searches, screening

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

#### Confiscation

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

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

#### Searching a student

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 student, 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 student can carry out a search without another member of staff as a witness if:

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entail – e.g. I will ask you to turn out your pockets/bag/locker

- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Headteacher/ designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the student is refusing to comply.

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

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

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

An authorised member of staff may search a student's outer clothing, pockets, possessions, 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 blazer/jacket being worn over a shirt/t-shirt)
- Hats, scarves, gloves, shoes, boots

#### Searching students' possessions

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

- Lockers
- Bags

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

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

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

#### Informing the designated safeguarding lead (DSL) & Headteacher

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

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

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

### Informing parents

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

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

### Support after a search

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

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

### Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first to maintain the safeguarding of all students.

Unless there is an immediate risk of harm and where reasonably possible, school will inform a parent of the pupil suspected of concealing an item in advance of any search, even if the parent is not acting as the appropriate adult. Parents will be invited into school to act as an appropriate adult for their child if the decision to contact the police is made.

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

### Communication and record-keeping

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

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



### Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

### Care after a strip search

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

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

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

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

## 14. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher / member of the senior leadership team / pastoral lead] will make the report.

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

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

## 15. Sanctions

### 15.1 Detention

The class teacher has the **initial responsibility** for setting high standards of conduct and ensuring these are met by their groups. Thus, it is expected that after an incident in a class the teacher will respond by challenging this unacceptable behaviour promptly. "Incident" here refers to a breach of good conduct or working practice established by the teacher. Following the initial responsibility **classroom/subject incidents should be the responsibility of the Head of Department** before being passed to Form Tutor or, in serious cases, the Head of Section.

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

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

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

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

Please see Appendix 3 for The Sanction Tariff in response to unacceptable misbehaviour and serious misbehaviour:

### 15.2 Report

Report cards may be issued at the discretion of the Head of Section. Report cards are often issued after a Progress Review or a Parents evening and set out SMART targets for the student to work towards, to either improve academically or in a behavioural capacity. The Head of Section will work closely with the form tutor to ensure consistency of this approach.

### 15.3 Removal from classrooms

In response to serious or persistent breaches of this policy, a member of staff can follow the 3-strike rule and when the 3<sup>rd</sup> strike has been reached can request for a student to be removed from the classroom for a limited time.

Students who have been removed will meet with either a member of SLT, The Student Welfare Officer, the DSL or Head of Section. Following the discussion, they will either return to their lesson or continue to receive education under the supervision of the member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Students who have been removed from the classroom are supervised by a member of staff and will be removed for the minimum amount of time, in line with the offence/issue. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom on an online CFC. This will include details of the incident that led to the removal, and any protected characteristics of the student.

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

- Meetings with student welfare officer
- Meetings with the school councillor
- Use of learning support assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Interventions from external agencies- The Pupil Reintegration Team (PRT) and Behavioural Outreach Support Service (BOSS)

#### 15.4 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the Headteacher (and in their absence by the DHT) and only as a last resort. Please refer to Appendix 3 or see our Suspensions and Permanent Exclusions policy for more information.

## **16. Supporting students following a sanction**

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

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Lead
- Weekly meeting with Key Worker
- A report card with personalised behaviour goals

## **17. Monitoring arrangements**

### **17.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom, detentions
- Attendance, permanent exclusion, and suspension
- Use of student support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, students, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the SLT and shared with the Board of Trustees

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 students are identified by this analysis, the school will review its policies to tackle it.

### **17.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and the Curriculum and Student Welfare Trustee Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Trustees.

## **18. Links with other policies**

This behaviour policy is linked to the following policies:

- [Special Educational Needs Policy](#) (BJ)
- [Equality Objectives Policy](#) (CA)

- [Drugs Policy](#) (CE)

## **Appendix 1: Expectations for Students in Key Stage 3 and Key Stage 4**

We want School to be a calm and orderly place of learning. A place where you can flourish, learn, be challenged, praised when you do well, guided when things don't go so well, feel safe, are respected and where you can be the best version of yourself. We are all ambassadors for our school, and we are responsible for our own behaviour.

The following describe the kind of expectations we have of students to make our School the best place it can be.

- Be polite and respectful to other students in all year groups, staff and visitors. We will not tolerate poor language or discrimination on any grounds
- Move around school quietly; follow the one-way system at lesson changeover - do not run, shout or scream.
- There should be no physical contact
- Respect the School's facilities e.g. equipment, classrooms, toilets
- Put your rubbish in the appropriate bins
- Have respect for one another's property
- Do not congregate in school buildings, or at the entrances, before 8.50am, at break times and lunchtimes, unless advised by staff
- Use the toilet during break and lunchtime
- All hot food must be eaten in the dining room (this includes paninis)
- Cold food, from the fridges only, can be taken out of the dining room, but can only be eaten by the picnic benches or at a club where a member of staff is present and has given permission
- Only water is allowed in classrooms for drinking. Specialist rooms (eg Science labs) have stricter rules on drinking
- Follow the school uniform rules
- Electronic/mobile devices are not allowed during the school day, unless with the permission of staff
- Drugs will not be tolerated (this includes Vapes)
- Be sensible and respect one another on the way to and from School
- Be honest, be upstanding, be a leader - be proud of your School

### **Classroom Code of conduct**

- Be punctual to registration and lessons; line up in an orderly manner and await staff
- Come to lessons prepared to learn and with the right equipment.
- On arrival in class, remove outdoor coats, stand quietly behind your workspace until you are told to sit
- At the end of the lesson, stand behind your workspace until dismissed.
- During the lesson be E.A.G.E.R. (Engaged, Aspirational, Generous, Enthusiastic, Reliable)

**If you do not meet the School expectations, appropriate sanctions will be applied.**

## **Expectations for Students in Key Stage 5**

We want our Sixth Form to be a place where you can flourish, learn, be challenged, praised when you do well, guided when things don't go so well, feel safe, are respected and where

you can be the best version of yourself. You are all ambassadors for the School and Sixth Form where we support and care for one another. We are responsible for our own behaviour.

The following describe the kind of expectations we have of Sixth Form students to make our School the best place it can be.

- Wear your lanyard and ID badge at all times on the School site
- Sign in and out of the School site when arriving or leaving
- If you are ill, go to reception where staff will contact parents, do not just sign yourself out
- Follow the Sixth Form dress code
- Be polite and respectful to other students in all year groups, staff and visitors. We will not tolerate poor language or discrimination on any grounds
- Move quietly around school and follow the one-way system at lesson changeover
- There should be no physical contact
- Respect the School's facilities e.g. Casterby, classrooms, equipment, toilets
- Personal Development Lessons on a Monday and Friday period 1 are compulsory
- All hot food must be eaten in the dining room or Casterby (this includes paninis)
- Cold food from the fridges only, can be taken out of the dining room, but can only be eaten in Casterby or by the picnic benches or at a club where a member of staff is present and has given permission
- Put your rubbish in the appropriate bins
- Keep Casterby clean and tidy and respect one another's property
- Only water is allowed in classrooms for drinking. Specialist rooms (eg Science labs) have stricter rules on drinking
- Chewing gum is not allowed during the school day
- We allow you use of electronic/mobile devices only in Coffee Club & Casterby; unless for work purposes and with permission from staff
- Drugs will not be tolerated (this includes Vapes)
- Be sensible and respect one another on the way to and from School – lead by example
- Be honest, be upstanding, be a leader - be proud of your School

### **Classroom Code of conduct**

- Be punctual to registration and lessons
- Come to lessons prepared to learn and with the right equipment
- On arrival in class, remove outdoor coats
- During the lesson be E.A.G.E.R. (Engaged, Aspirational, Generous, Enthusiastic, Reliable)

**If you do not meet the Sixth Form expectations, appropriate sanctions will be applied.**

## Appendix 2: Rewards

### KS3 Merits by observation

During the school day students are able to gain achievement merits by showing any of the below. These will be recorded by staff in students' planners. They are then collated by tutors and Heads of Year at the end of each term leading to additional rewards.

**M - motivated** and confident to answer questions and to engage in class discussions

**E – enrich** – taking advantage of opportunities which develop character, resilience, self-esteem, and motivation.

**R – respect** – allowing yourself and others to do and be their best at all times.

**I – independence** – showing initiative and seizing opportunities to think, plan, develop and execute your own independence

**T – teamwork** – successfully working **with others in a process to achieve a goal**, this may include group classwork and presentations, or structured house activities.

### KS3 Merits by work/ assessment

In addition to the above students can automatically gain merits based on their effort during homework or assessed pieces of work.

Alpha = 5

Beta = 3

Please note this is a minimum, if the member of staff feels the piece of work is worthy of more merits, then they can issue additional merits accordingly.

### Ever 2 Excel (E2E, Year 7-8- half termly)

Students are awarded an E2E award in line with our schools Ever to Excel motto and for demonstrating characteristics of the five British Values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance

Two students will be awarded per half term as chosen by form tutor.

### Golden Ticket (Year 9 – half termly)

A Golden Ticket allows students the opportunity to receive a free treat in the form of a cake/ cookie/ piece of fruit, every Friday morning break from the school dining room for a half term period. Six students are awarded a Golden Ticket based on the merit totals and six students are awarded a Golden Ticket chosen by the form tutors in line with the British values of Democracy, Rule of Law, Individual liberty, Mutual Respect and Tolerance.

### KS4 Credits

A credit system operates for students who go above and beyond in the classroom or outside the curriculum. This reward scheme was designed to tackle self-consciousness over positives and effort, reward unrecognised positive behaviour and encourage students to look for opportunities to be exceptional. Students are nominated by staff via an online form and will receive an instant email to notify them of their credit. At the end of each term students with credits will be rewarded in an assembly.



### **KS 3, 4, 5 Eager to Achieve Praise Postcards (Termly)**

Students are at all times expected to behave in a manner that takes account of the health, safety, and wellbeing of every member of the school community, ultimately this will have a positive impact on their learning and progress.

Classroom expectations: Are you EAGER to be the best version of yourself

<b>E</b>	<b>A</b>	<b>G</b>	<b>E</b>	<b>R</b>
<b>Engaged</b>	<b>Aspirational</b>	<b>Generous</b>	<b>Enthusiastic</b>	<b>Reliable</b>
Dedicated to your learning through active engagement and participation.	Always striving to go above and beyond to produce the highest quality of work.	To communicate ideas and share strategies with peers  To give praise and encouragement during peer assessment tasks	Committed to hard work and perseverance  To demonstrate a great interest and excitement to school life.	To be punctual to lessons and follow all responsible instructions.  Can be trusted to work well and behave well in accordance to our expectations.

At the end of each half term each department selects up to seven students to receive a postcard home. Students are awarded a postcard based on their contributions to lessons in line with one of the EAGER expectations. These can be any students from any year.

### **Attendance Certificates**

Students who achieve 100% attendance in a term will be rewarded with a termly certificate.

### Appendix 3 – Sanction Tariff

Sanctions	Example of Incidents	Escalation
Class teacher/subject intervention/ <b>break time detention</b>	<ul style="list-style-type: none"> <li>Talking in class / shouting out</li> <li>Late to lesson</li> <li>Failure to bring the correct equipment</li> <li>Failure to hand in homework (1<sup>st</sup> time offence).</li> <li>Poor class work</li> <li>Poor attitude to learning</li> <li>Distracting others learning</li> <li>Inappropriate language/swearing</li> <li>Incorrect uniform</li> <li>Chewing gum</li> <li>Running around the site</li> <li>Disruption in corridors, between lessons and at break and lunchtimes</li> </ul>	<p>If a student misses their break time detention, they will be given a second chance. Failure to attend on the second occasion will result in a lunchtime detention.</p> <p>3 x breaktime detentions (in a term will generate a half hour lunchtime detention)</p>
<b>A half-hour school detention</b>	<ul style="list-style-type: none"> <li>Repeated breaches of the school rules (as listed above)</li> <li>Failure to follow the mobile phone policy</li> <li>Being rude and disrespectful to staff</li> <li>Inappropriate use of school-based IT and e-communication systems</li> <li>Inappropriate behaviour on the way to and from school and on school transport</li> <li>Failure to attend a detention (will result in an additional detention to compensate for the missed detention.</li> <li>Inappropriate behaviour when representing the school</li> </ul>	<b>3 school detentions</b> (in a term) will generate a one-hour <b>long detention</b>
<b>A 50-minute-long detention at lunchtime</b>	<p><b>Persistent</b> inappropriate behaviour or serious misbehaviour meriting intervention stronger than a normal lunchtime detention.</p> <ul style="list-style-type: none"> <li>Misconduct against another student</li> <li>Rudeness towards a member of staff</li> <li>Misconduct towards school property</li> <li>Being offsite without permission</li> <li>Racist/ homophobic/ derogatory or discriminatory language</li> <li>Bullying</li> </ul> <p>Imposed by the <b>Head of Section</b> or member of <b>SLT</b></p>	3 x long detentions in a term will trigger a <b>Headteacher's after school detention</b> .
Anyone <b>failing to turn up to a lunchtime detention</b> will have communication sent home to parents (unless the student is absent from school), and an additional date is set.		
<b>Headteacher's after school detention</b>	<p>For more serious cases of behaviour e.g.</p> <ul style="list-style-type: none"> <li>rudeness,</li> <li>disruptive behaviour,</li> </ul>	

	<ul style="list-style-type: none"> <li>• persistent offending,</li> <li>• exceptional failure to produce coursework</li> <li>• Fighting</li> </ul>	
<b>Internal suspension</b>	<p>For persistent misbehaviour e.g.</p> <ul style="list-style-type: none"> <li>• Repeated breaches of the school rules</li> <li>• Any form of bullying</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Lying</li> <li>• Truancy</li> <li>• Excessive and persistent rudeness (including swearing)</li> <li>• Failure to follow instructions</li> <li>• Fighting</li> <li>• Inappropriate use of mobile phone on school site or in a classroom</li> <li>• Physical behaviour like interfering with clothes</li> </ul>	LCC will be informed
<b>Suspension from School (temporary exclusion)</b>	<p>Sanction imposed by the Head (or in their absence the deputy head) for</p> <ul style="list-style-type: none"> <li>• serious offences against the school rule</li> <li>• Smoking/ including vaping</li> <li>• Pre-meditated violence towards students and staff,</li> <li>• Persistent bullying</li> <li>• Malicious falsehood</li> <li>• Possession or supplying of any prohibited items</li> <li>• Inappropriate use of social media to publish falsehood, slurs, libellous material about any member of the school community</li> <li>• Creating, possessing, sharing sexual imagery of themselves or any peer under the age of 18</li> <li>• Sexual harassment, meaning unwanted sexual comments and messages (including on social media)</li> <li>• Sexual violence</li> </ul>	LCC will also be informed
<p><b>Permanant Exclusion</b></p> <p>In extreme cases the exclusion may be made <b>permanent</b> (See exclusion policy)</p>	<p>A decision to exclude a student permanently should only be taken:</p> <ul style="list-style-type: none"> <li>• In response to serious or persistent breaches of the schools behaviour policy;</li> <li>• Where allowing the student to remain in the school would seriously harm the education or welfare of the students or others in the school. (DfE 'Exclusion from maintained schools,</li> </ul>	

for further details)	Academies, and student referral units in England 2017).	
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These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community. The Head teacher will make all decisions about suspensions.