



Fulston Manor School

Behaviour Policy

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Member of Staff Responsible:

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1. Aims

Fulston Manor School's Behaviour Policy is designed to create a safe, calm and disruption-free environment where every student can learn and every member of staff can teach successfully. Rooted in the school's Family Values of **Fortitude, Ambition, Mindful, Integrity, Leadership and Young Citizen**, and underpinned by the simple expectations to be **Ready, Respectful and Safe**, the policy ensures that behaviour is taught, modelled, practised and reinforced consistently.

Through clear routines, positive relationships, rewards, interventions and proportionate sanctions, students are supported to develop self-discipline, responsibility and positive habits for life, while staff apply expectations fairly and consistently. The policy promotes strong partnerships with families, provides appropriate support and induction for all students and staff, and ensures that behaviour expectations are understood and reinforced across all aspects of school life to enable every member of the Fulston community to be successful.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Misogyny/misandry
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and/or other smoking paraphernalia
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images including AI generated images and/or videos
 - 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)
 - Mobile phones and similar devices

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying may be considered as: ‘deliberately hurtful; repeated over a period of time and difficult for victims to defend themselves against’. It can appear in many forms including racial, gender, sexual orientation and disability or being a young carer. (Or some other protected characteristic).

There are four main types of bullying;

TYPE OF BULLYING	DEFINITION
Physical	e.g. Hitting, kicking, slapping, pinching, spitting, tripping, pushing and blocking. Stealing or destroying someone’s possessions. Being rude or making rude gestures. Touching in unwanted or inappropriate places.
Verbal	e.g Name-calling, insults, teasing, intimidation. Homophobic or racist remarks. Inappropriate sexual comments. Taunting. Threatening to cause harm.
Social	e.g Lying and spreading rumours. Leaving someone out on purpose. Telling others not to be friends with someone. Embarrassing someone in public. Damaging someone’s reputation or relationship.
Cyber	e.g Posting/sending hurtful texts, emails, posts, images or videos. Making online threats. Intimidating others online using their log-in. Deliberately excluding others online. Spreading nasty gossip or rumours online.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy, which can be accessed on our website.

5. Roles and responsibilities

5.1 The Governing Board

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

5.2 The Headteacher & Senior leadership team

The headteacher and senior leadership team are responsible for:

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

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

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

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

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

Extra support and induction will be provided for pupils who are in-year arrivals.

6. School behaviour curriculum

At Fulston Manor School, we believe that behaviour is part of the curriculum. We do not assume that students automatically know how to behave successfully in every context; instead, we explicitly teach, model, practise and re-teach the routines, habits and expectations that enable every student to learn, feel safe and succeed. Our behaviour culture is underpinned by our **Family Values** and our simple expectations to be **Ready, Respectful and Safe**, creating a calm, purposeful and consistent environment where positive behaviour becomes habitual.

We recognise that strong systems and routines are essential because they maximise learning time, create consistency across classrooms and year groups, prevent disruption before it occurs, and establish the culture and norms needed for excellent teaching and learning. Staff are expected to explicitly teach routines, explain why they matter, model them consistently, provide regular reminders and revisit them whenever necessary, ensuring that all students understand both the expectations and the reasons behind them.

Our core "Relentless Routines" provide a consistent experience for students throughout the school day:

- **CALM Starts** establish positive beginnings to every lesson. Students arrive prepared, have on the correct uniform, greet their teacher respectfully, have their equipment ready and adopt positive learning behaviours immediately. Staff reinforce this by meeting and greeting students, checking standards consistently, having learning ready to begin promptly and using positive narration to establish a calm and purposeful climate.
- **CALM Finishes** ensure lessons end in an orderly and respectful manner. Students pack away carefully, remain seated until asked to stand behind their chair, are dismissed and leave classrooms calmly, while staff supervise exits, reinforce expectations and ensure learning environments are left ready for the next class.
- **1, 2, 3 – Eyes on Me** provides a consistent attention signal across the school. When used, students immediately stop, listen and focus on the teacher, enabling smooth transitions and maintaining the pace of learning.
- **Mindful Movement** establishes expectations for movement around the school. Students walk calmly, keep to the correct side of corridors and stairways, use appropriate language and volume, respect others and move directly to their next destination, helping to maintain a safe and orderly environment throughout the school day.
- **Legendary Lines** ensure students line up, enter classrooms and transition between learning spaces calmly, respectfully and safely. These expectations are explicitly taught and consistently reinforced by all staff.

By embedding these routines consistently across every classroom and every area of the school, we create a culture where expectations are clear, behaviour is predictable and positive relationships flourish. This consistency enables staff to focus on teaching, students to focus on learning, and everyone within the Fulston community to experience a calm, respectful and successful school environment.

Pupils are expected to:

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

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

At Fulston Manor School, we expect students to follow reasonable instructions from all members of staff **first time, every time**. When behaviour falls below expectations, staff respond calmly, consistently and fairly using our **3Cs** approach.

The 3C's:

1. Caution

The student receives a calm reminder of the expected behaviour, with staff clearly identifying the rule, routine or value that is not being met.

2. Choice

If the behaviour continues, the student is given a clear choice to correct it and sufficient time to do so. Staff avoid confrontation and provide an opportunity for the student to make a positive decision.

3. Consequence

If the behaviour continues, or if the behaviour is sufficiently serious, an appropriate consequence will be applied. This

may include removal from the lesson (On-Call), a detention, internal isolation or another sanction appropriate to the behaviour.

The purpose of the 3Cs is to provide a calm, consistent and predictable response to behaviour. Students are given every reasonable opportunity to make positive choices before consequences are applied. However, serious incidents that compromise learning, safety, dignity or the authority of the school may result in immediate removal or a higher-level sanction.

On-Call (Removal from Lesson)

On-Call is used when a student's behaviour significantly disrupts learning or cannot be safely managed within the classroom. Its purpose is to protect the learning of others, de-escalate situations and allow students the opportunity to reset before returning to learning.

Students removed through On-Call will normally receive a sanction in line with the Behaviour Policy, including an after-school detention where appropriate. Parents/carers will normally be informed, and restorative conversations will take place to support a successful return to learning.

Repeated removals from lessons will result in additional pastoral and behaviour interventions, which may include monitoring, behaviour support plans, meetings with parents/carers, reasonable adjustments where appropriate, internal isolation or suspension where behaviour is serious or persistent.

6.1 Mobile phones

Fulston Manor School ***operates a mobile phone-free environment during the school day*** in line with Department for Education [statutory guidance](#). The purpose of this approach is to protect learning time, reduce distraction, support positive social interaction and maintain a calm and purposeful school environment.

How we ensure the school is mobile phone-free

- Students may travel to and from school with a mobile phone.
- On arrival at school, the phone must be switched off and placed in the student's locker.
- Students must not access or use their phone again until they have left the school site at the end of the school day.
- Staff will challenge any visible or suspected use of a mobile phone during the school day and will confiscate the device.
- Parents/carers remain responsible for any mobile phone brought into school by their child and the school accepts no liability for the loss or damage of any device brought onto the school grounds.

Sanctions if found with a mobile phone during the school day

Students found in possession of, or using, a mobile phone during the school day will have the phone confiscated. The graduated response is:

First instance	Phone collected by a parent/carer at the end of the school day
Second instance	Phone collected by a parent/carer at the end of the school day
Third instance	Phone retained by the school for one week and collected by a parent/carer
Further instances	Additional sanctions applied proportionately in line with the Behaviour Policy

If a student refuses to hand over a mobile phone, this will be treated as a refusal to follow a reasonable instruction and to accept the authority of the school. Parents/carers will be contacted and asked to attend the school to remove the phone. Repeated refusal may result in further sanctions, including suspension.

Travel to and from school

The school recognises that many students travel independently and that carrying a mobile phone may support personal safety or provide reassurance for families. For this reason, students are permitted to bring a phone to school, provided it is switched off before entering the school gates and stored securely in their locker immediately upon arrival.

They should not use it to take images of other students whilst travelling to/from school. They should not switch it back on until they exit the school gate and are on the pavement outside.

Exceptions and reasonable adjustments

Exceptions may be permitted where a mobile phone is required:

- as a reasonable adjustment for a student with a disability or special educational need;
- for an agreed medical purpose, such as monitoring a medical condition;

Any exception must be formally authorised by the school and will be recorded appropriately.

Trips, visits and residentials

For educational visits, residential trips and activities that take place outside the normal school day, the Trip Leader will determine the arrangements for mobile phone use based on safeguarding, supervision and educational considerations. Expectations for use, storage and collection will be communicated to students and parents/carers before the trip.

Emergency contact arrangements

During the school day, ***parents/carers should contact the school directly, they should not attempt to contact students on their mobile phones***. This ensures that messages are received promptly and that appropriate support can be provided if needed.

Cromer House 01795 412609 cromer@fulstonmanor.kent.sch.uk

Hales House 01795 412610 hales@fulstonmanor.kent.sch.uk

Morrison House 01795 412611 morrison@fulstonmanor.kent.sch.uk

Stanhope House 01795 412612 stanhope@fulstonmanor.kent.sch.uk

Sixth Form 01795 412635 sixthform@fulstonmanor.kent.sch.uk

Reception 01795 475228 mail@fulstonmanor.kent.sch.uk

Acceptable use

- Sixth Form students may use mobile phones within the Sixth Form Centre only.
- Students with an approved medical or access arrangement may use their device in accordance with their agreed plan.

Unacceptable use

Mobile phones must not be used anywhere else on the school site during the school day.

Loss, theft or damage

The school does not accept responsibility for mobile phones that are lost, stolen or damaged on the school site. If phones are brought into school, students are expected to secure them in their lockers for the duration of the day.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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
 - Concluding the lesson positively and starting the next lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, a looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

Please refer to our child protection and safeguarding policy for more information, which can be accessed on our website.

7.3 Responding to good behaviour

At Fulston Manor School, we believe that positive reinforcement is the most effective way to promote excellent behaviour and foster a culture where every student can thrive. Staff actively seek opportunities to recognise and celebrate students who consistently demonstrate our Family Values and our expectations of being **Ready, Respectful and Safe**. Positive behaviour is noticed, named, rewarded and shared with families wherever appropriate.

Most recognition takes place through everyday interactions between staff and students. Staff are encouraged to praise students publicly, where appropriate, and address behaviour privately, helping to build positive relationships and encourage continued success.

Positive behaviour may be recognised through:

- verbal praise and positive feedback;
- values points awarded through ClassCharts;
- communication with parents/carers through phone calls, emails, postcards or other positive correspondence;
- Community Values Card recognition;
- certificates, badges and celebration assemblies;
- Headteacher or Senior Leader recognition;
- Hot Chocolate Fridays and other celebration events;
- Scholarly stars
- Fulston Ambassador recognition
- tutor group, House and whole-school competitions and rewards, including Tutor Group of the Week, House of the Year and the House Point Trophy;
- opportunities to participate in reward activities, trips and wider school celebrations.

Attendance, punctuality, positive conduct, participation in school life and consistently demonstrating the school's values all contribute towards individual, tutor group and House recognition.

Positions of Responsibility

Students who consistently demonstrate excellent behaviour, leadership and commitment to the school community may be appointed to positions of responsibility. These include School Captains, Prefects, House Captains, Sports Captains, Form Captains, Student Voice representatives, librarians and a range of departmental leadership roles.

Students in these roles are entrusted with genuine responsibility, including supporting school events, welcoming visitors, representing the student body, organising charitable activities and acting as positive role models for others. These opportunities recognise students' contribution to the school community while helping them develop leadership, confidence and responsibility.

Through a culture of consistent recognition and celebration, we aim to ensure that positive behaviour is valued, encouraged and embedded across every aspect of school life.

7.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies which can be accessed on our website.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class ("On-call")
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility

- School-based community service, such as tidying a classroom, completing a litter pick
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL or the child's Head of House, to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information which can be accessed on our website.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, such as our student support hub.
- The pupil will be supervised at all times, by at least 1 member of staff. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty which can be accessed on our website.

7.6 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. (with the exception of a mobile phone, which will be returned according to section 6.1)

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

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 make sure a written record of the search is kept.

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher/ designated safeguarding lead (or deputy) / pastoral lead, to try to 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 causing disorder.

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

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

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

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

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

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

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.12 Malicious allegations

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

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

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

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

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

8. Sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

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

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

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

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom (On-Call) for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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 in our internal isolation room, and are typically removed for a maximum of 60 minutes.

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

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Where deemed appropriate, a firebreak may be implemented by individual departments.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Short-term behaviour report cards
- Long-term behaviour plans
- Behaviour contracts
- Governor Behaviour Panel
- Alternative Support, including Direction to Off-Site Provision (DTOP)

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

8.3 Escalating Consequences and Behaviour Support

Learning is prioritised through calm, consistent routines and a clear system of consequences. While the vast majority of students meet our high expectations, persistent or serious breaches of the Behaviour Policy will result in increasingly significant sanctions.

Where students repeatedly fail to engage with sanctions or continue to disrupt learning, consequences will escalate. This may include:

- after-school detentions for repeated missed lower-level detentions;
- internal isolation following repeated On-Call removals or persistent disruption;
- off-site direction or alternative provision where appropriate;
- suspension where behaviour is serious or persistent.

Sanctions are applied proportionately, taking account of the nature, frequency and impact of the behaviour.

8.4 Internal Isolation (B1)

Internal Isolation (B1) provides students with an opportunity to reflect, reset and re-engage with the school's expectations while protecting the learning of others. Students are expected to work independently, follow staff instructions and complete the work provided.

B1 may be used for:

- serious or repeated disruption to learning;
- repeated On-Call removals;
- failure to follow school expectations;
- Continual breaching of the uniform policy;
- investigations into serious incidents;
- reintegration following suspension.

Following a period of internal isolation, students may participate in restorative conversations, behaviour reviews, monitoring or other interventions to support a successful return to lessons.

8.5 Alternative Provision and Off-Site Direction

Where appropriate, the school may use alternative placements, alternative provision or direct a student to attend another educational setting for a temporary period to support improved behaviour, engagement and successful reintegration. Parents/carers will be fully involved in these arrangements. Full details can be found in our Suspensions policy.

In some circumstances, a **managed move** to another mainstream school may be considered as a planned intervention where this is in the best interests of the student.

9. Truancy and Absconding

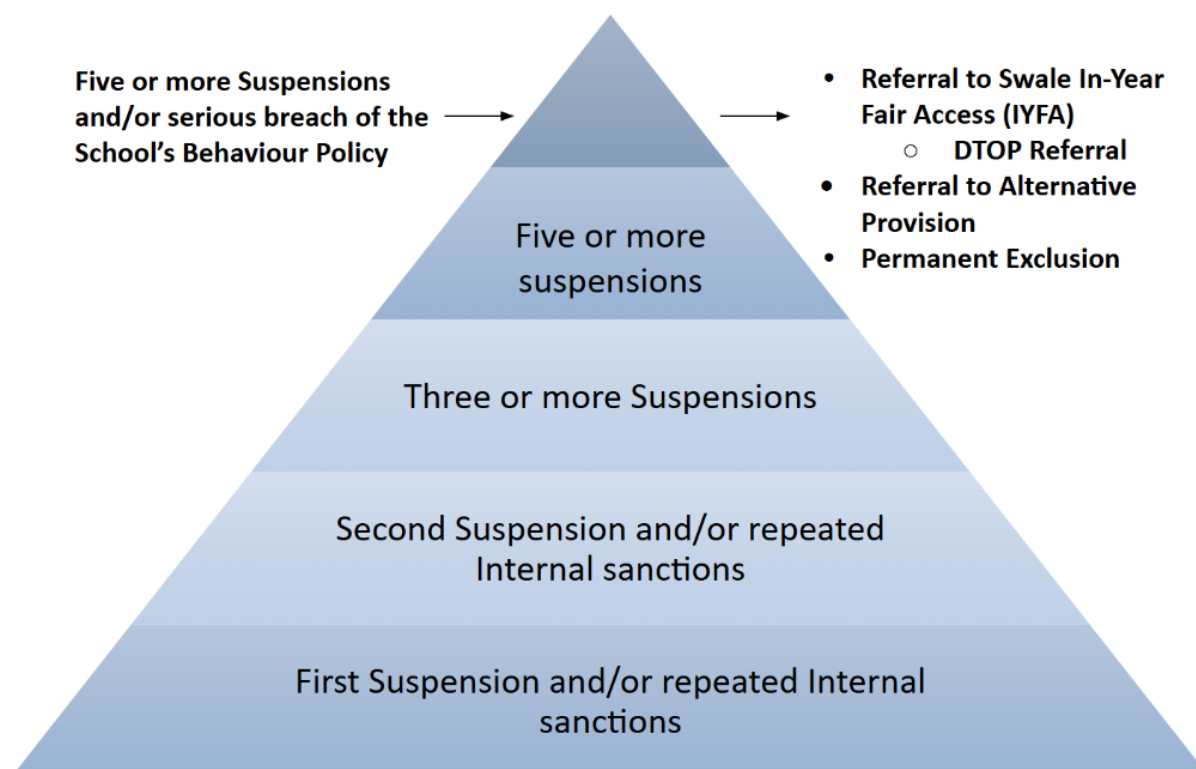
Students are expected to attend all lessons, tutor time and assemblies promptly. Truancy, including being out of lessons without permission or deliberately avoiding learning, will be addressed through appropriate sanctions and pastoral support. Students who leave the school site without permission are considered to have absconded. Such incidents are treated seriously, with the school following safeguarding procedures and informing parents/carers as appropriate.

9.1 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher.

Students who persistently fail to adhere to the school's expectations and receive repeated sanctions, despite intervention and support from their pastoral team will have sanctions escalated as per the school's behaviour escalation pyramid:



The Headteacher reserves the right to accelerate a student through the stages of the escalation pyramid following serious or persistent breaches of the Schools Behaviour Policy.

Please refer to our exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

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

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

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, which may include;

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

10.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

The school must make best endeavours to secure provisions set out in the EHC plan in consultation with the local authority and other bodies.

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

11. Supporting pupils following a sanction

Following a sanction (*including but not limited to removal from the classroom, time spent in our internal room or in another setting under off-site direction*), the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may include;

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

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

13. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by Mr Bowden, Deputy Headteacher.

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

- At school level
- By age group

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

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

14.2 Monitoring this policy

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions & Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy