



Behaviour Policy Including Written statement of behaviour principles

Approved by Governing Body: September

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Dissemination of the Policy: All staff and Governors, School Website

History of policy changes

Date	Version	Change	Origin of change e.g., change in legislation, request by TU	Changed by

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance.

2.1 The Legal Authority – The Legal Power to Discipline

Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff of Pittville School who have responsibility for students. Relevant members of staff can discipline students at any time the student is in school, or elsewhere under the charge of a member of staff, including on school visits. In certain circumstances, relevant members of staff may also discipline students for poor behaviour that occurs outside Pittville School. This is the case if the student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student of Pittville School.

The school may discipline for behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of Pittville School or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of Pittville School.

In addition, our other key objectives below are still at the forefront of everything we do:

- ✓ To provide a knowledge rich curriculum which fulfils the needs of the individual.
- ✓ To recognise achievement and engage the students in all aspects of school life.
- ✓ To provide an orderly environment, where students and staff are mutually respectful.
- ✓ To implement rewards and sanctions fairly and without prejudice
- ✓ To develop positive relationships with all our partners involved in the education of our students.
- ✓ To work effectively with parents/carers and the community to ensure the best possible outcomes for our students.

This policy is in line with DfE Guidance around Behaviour and discipline, which specifically states that:

- ✓ Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- ✓ The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- ✓ Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanction.
- ✓ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- ✓ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- ✓ Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school bringing the school into disrepute.
- ✓ Teachers have a power to impose detention outside school hours.
- ✓ Teachers can confiscate students' property including mobile phones and headphones.

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [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 - 2022.](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Expectations placed on students at Pittville School with regard to standards of behaviour are described in our school code of conduct and are shaped around our school values of Ambition, Respect, Honesty and Kindness. We believe that to be successful at school students must

ensure that their attendance, behaviour and attitude in the classroom are of the highest standard. This is the framework we refer to as "What is Welcome at Pittville School".

We are clear with all students about what behaviours are welcome at Pittville. These messages are displayed around the school site.

3.1 Misbehaviour is defined as (list not exhaustive):

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

3.2 Serious misbehaviour is defined as (list not exhaustive):

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pittville School has a zero tolerance for any form of child-on-child abuse. All incidents that are reported will be investigated and recorded against the victim and perpetrator. Patterns will be monitored to ensure that any incidents of bullying are identified. 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

For further information please refer to the antibullying policy.

5. Roles and responsibilities

5.1 The governing body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

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

5.3 All Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students.

- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of students.
- Considering their own behaviour, on the school culture, and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the school's expectations.

5.4 Form Tutor:

- Use 'What is welcome at Pittville' principles to establish the high standard of form conduct and behaviour expected of students, which we expect will continue throughout the day.
- Encourage interaction between tutor and students, developing the group's identity and cohesion, to create a trusting environment where students feel safe.
- Provide opportunities for administrative procedures to ensure student compliance. This will include monitoring uniform, equipment, punctuality, and behaviour.

5.5 Curriculum Leaders:

- Support staff in your department to consistently implement the school's behaviour policy. This will include the use of curriculum report, communicating with parents and supporting staff with sanctions.
- Monitor behaviour patterns regularly using SIMS reporting systems, and focus support or actions appropriately.
- Support and communicate with Head of House and SLT.
- Ensure that the curriculum is balanced and differentiated to provide a personalised approach to learning.

5.6 Heads of House:

- To ensure that the behaviour system is understood and accepted by all staff and students. And support staff where appropriate.
- Actively promote positive behaviour through assemblies, regular communication with parents/carers, monitoring of data and targeted interactions with students.
- Where appropriate seek early help for individual students by working with the SENCO, Early Help Team, and external agencies.
- Ensure that challenging students are quickly identified, and supportive mechanisms are put into place as well as suitable consequences for poor behaviour.
- Monitor and evaluate data to ensure that behavioural systems are effective.
- Provide supervision for staff.
- Provide evaluation of evidence to draw conclusions and implement sanctions following investigations.
- To facilitate regular self-evaluation to promote efficient responses to emerging behavioural patterns within a year group.

5.7 Senior Leaders:

- Continuously monitor the impact of the curriculum and attendance on behaviour.
- To ensure that the behaviour system is understood and accepted by all staff and students.
- Provide staff training where we coach, support, and develop a consistent approach to behaviour.

5.8 Support Staff

- Provide, log, and track targeted interventions to prevent the escalation of poor behaviour by addressing student self-esteem and resilience.
- Provide, log, and track targeted interventions to address students with challenging behaviour.
- Work with students who receive internal suspensions as directed by senior staff.

5.9 Parents and carers

Parents and carers, where possible, should:

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

5.10 Students

Students 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 standard, 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 behavioural standards.

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

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

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

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

6. School behaviour Curriculum.

Our connected personal development curriculum, which encompasses RSHE, tutor time and assemblies educates students regarding our expectations.

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Engage in learning activities in a positive way.
- Move quietly and sensibly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

6.1 Mobile phones

Students are allowed to bring mobile phones/personal tablets into school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely: Mobile phones must be switched off and out of sight from the moment they pass through the school gates in the morning to the moment they leave the school gates at the end of the school day.

Mobile phones must be switched off at all times during the school day whilst students are on the school premises including in lessons and at break and lunchtimes. It is not acceptable for phones merely to be put on silent or pager mode.

A member of staff may instruct a student to use their phone in exceptional circumstances.

- The phone must be kept out of sight at all times.
- No student may take a mobile phone into a room or other area where examinations are being held.

- The security of phones will remain the student's responsibility in all lessons including PE/gym lessons.
- The Headteacher, in the presence of another member of the senior leadership team (all of whom have undertaken L3 safeguarding training), have the right to view files on confiscated equipment if there is/thought to be a serious breach of our behaviour policy. Staff will view files/images that are a serious breach of our behaviour policy, for example, online bullying, sexting, racist comments, criminal activity.

If a phone/tablet is seen in school at any time it will be confiscated, and parents/carers will be asked to collect it from the school's reception. Please refer to the Mobile Phone policy

Personal headphones are also banned in school. They should be placed in bags during the school day and remain in the bag until the student has left the school site.

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 students to be engaged.

Display the behaviour curriculum or 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
- Concluding the day positively and starting the next day afresh
- Addressing low-level disruption using the Pittville school behaviour ladder
- Using restorative practice strategies where appropriate

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Learning reward points
- Communicating praise to parents via a phone call or written correspondence
- Reward ties
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or House rewards, such as a popular activity linked to the coin reward.

7.4 Responding to misbehaviour.

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour in a staged approach.

- A verbal warning and reminder of the expectations of behaviour
- Curriculum detentions
- Removed from classroom and parked in another classroom.
- Detention after school
- Referring the student to a senior member of staff for removal from the classroom
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom to internal suspension
- Suspension
- Permanent exclusion, in the most serious of circumstances

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.

7.5 Off-site misbehaviour

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

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

7.6 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.

7.7 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, a senior member of staff or member of the pastoral team will make the report.

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

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

7.8 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

7.9 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy.

8. Serious sanctions

8.1 Detention

Under the statutory power to discipline, it is lawful for teachers and other Pittville School staff to give detentions to any student under the age of 18. When these detentions take place within the normal school day, these can be given without notice, unless the student has permission to be absent from school. After the end of the normal school day, 60 minutes is the maximum acceptable duration for a detention. For a detention of up to 20 minutes after the end of the normal school day, no parental notice is required. For detentions between 20 minutes and 60 minutes, a member of staff must attempt to contact the parent or carer so they can put in place plans for the student to travel home safely.

Staff must act reasonably when setting detentions, including:

1. For lunch time detentions, teachers must leave a reasonable amount of time for the student to eat, drink, use the toilet and be on time for their next lesson.
2. For break time detentions, teachers must leave a reasonable amount of time for the student to drink, use the toilet and be on time for their next lesson.
3. Staff must not set after school detentions when they are aware that this may put a child at risk.
4. Staff must take into account known caring responsibilities of a student.
5. Whether the parents ought to be informed of the detention.
6. Whether suitable travel arrangements can be made by a parent for a student. It should be noted that inconvenience for parents is not a reason for a detention not to be set or attended.

The school will exercise its power reasonably and staff should never knowingly put a child at risk by placing them in a detention. The setting of detentions must not breach any other statutory duty (eg. Safeguarding, Prevent or the Equality Duty).

Parental consent is not required for a detention, and it is the expectation that parents and carers will support the decision of the school to place a student in detention. Disagreement by parents or carers with the sanction is not an acceptable reason for non-attendance at a detention.

Detentions can be set by any member of staff and can be run at break, lunch, after school or on INSET days.

8.2 After School Detentions

School detentions currently run after school for up to one hour. Parents should note that detention emails / letters are not issued to seek parents'/carers' permission for the detention but rather to inform them of the specific details of the detention. By choosing to send a child to Pittville School all parents/carers agree to support the school's Behaviour Policy including the use of after school detentions. Any concerns raised by a parent over a detention should be addressed to the member of staff who issued the detention. However, detentions should only be revoked if the member of staff feels they made an error in issuing the detention. Detentions should never be revoked in order to appease parents. The guiding principle should always be the decision to issue the detention is fair and proportionate. If so, the detention should stand even if parents disagree with the decision and are unsupportive of it. Parents should be aware

that there is no longer any legal requirement to give 24 hours' notice of detentions. However, most after school detentions will be issued by email with at least 24 hours' notice unless there is a specific reason to hold a same day detention. Same day detentions of up to one hour will be run where it is deemed appropriate by a senior member of staff (a member of SLT or Head of House) Parents will be informed by phone or email message of same day detentions.

For further information regarding school detentions and whole school behaviour and discipline, you are very welcome to read and consult the following Department for Education document published in 2022.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>.

8.3 Internal Suspension

Internal suspension (room 48) is a serious sanction that is the consequence for failure to comply with the school's expectations. In internal suspension, students are removed from their normal lessons and social time.

8.4 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 only as a last resort.

It should be noted that:

- a student who repeatedly disobeys the school behaviour policy can be subject to suspension.
- the behaviour of a student outside school can be grounds for a suspension.

For all information and advice regarding suspension, see the Pittville Suspension Policy. Pittville follows the guidance set out by the DfE (Department for Education). A link to the information page can be found here.

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

8.5 Reintegration meetings after a Suspension

The purpose of reintegration meetings is to hold a formal meeting with parents/carers and the student in order to set targets for their reintegration and agree appropriate support. In the event of a suspension, this meeting may be the start of the pre-PSP or PSP process or a PSP review.

This meeting, depending on the seriousness of the suspension can be with a tutor, HOH, Assistant Head or Deputy Head or Head Teacher. This is a formal requirement as part of our suspension process and a statement to this effect is included on all correspondence for fixed term suspensions.

Targets using restorative language will reinforce our expectations for positive learning behaviour. The reason for the suspension is discussed and strategies and targets for improvement are agreed.

8.6 Governor's Disciplinary Panels:

The Governing Body will hold disciplinary panels at its discretion when there are concerns about the impact of a student's behaviour upon:

1. The wellbeing of others within the school community
2. The good order of the school community
3. The education of others within the school community

Parents or carers will be invited to the Governors' Disciplinary Panels, along with the student and representatives of the school staff. In instances where a parent or carer is unable to attend the Governors Disciplinary Panel at the time and date arranged, the panel will meet with the student in the absence of the parent or carer. Written feedback will be provided after the Disciplinary Panel and a copy kept on the student's file.

9. Responding to misbehaviour from students with SEND

9.1 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 take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers of misbehaviour for students with SEND are outlined below (this is not an exhaustive list)

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism
- Use of our separation spaces (room 49) where students can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- 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.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND.

The school's special educational needs co-ordinator (SENDCO) 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.

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

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

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

10. 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 such as:

- Reintegration meetings
- Daily contact with the pastoral staff
- A report card with personalised behaviour goals
- 3 Day intervention programme
- School counsellor

11. Reasonable force

The use of reasonable force and other forms of restraint (see policy on physical intervention)

- Every effort must be made to avoid a situation escalating, by using the school's systems and procedures. The school guidance is that staff should not engage in actions which, may lead to a physical confrontation, between a member of staff and a student, for example standing too close to a student which may feel intimidating to them, or blocking a doorway. However, there will be times when staff do need to intervene, in order to prevent an incident, as outlined below.
- If it is the judgement of Pittville School staff not to physically intervene, it is always our professional responsibility to respond to an incident in some effective way, such as moving other students away from the area and ensuring the area is safe. Staff must always seek immediate help. This should include contacting SLT/pastoral staff and should also always include being responsible for ensuring that a member of the Senior Leadership Team has been contacted.
- School staff do have the right to use physical force to control and restrain students. However, this is a power that must be used with due caution and consideration. The use of physical force must be proportional and reasonable – if it is not, then the use of force could be considered illegal. This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and students is at risk.
- Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises or off the premises during an authorised school activity, and would be likely to be in the following situations:
 - where a criminal offence is being committed
 - in self-defence where risk of injury is imminent
 - where students may injure themselves or others, or damage property
 - where the good order and discipline of the school are being compromised.
- Where students refuse to leave a lesson, we use the "Call In" approach where a senior member of staff will sit with/next to the student in a lesson to avoid further disruption

and then at a more appropriate time (the end of the lesson) the member of staff will escort the student from the room.

- While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, and in accordance with Trade Union advice and within Local Authority Guidance.
- Written statements should be provided after the incident from staff involved and from any students who may provide relevant witness statements. Parents will also be informed if any form of physical intervention is carried out.
- 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.

12. Confiscation, searches, screening

The following items are prohibited on the school site, if it is suspected that students have prohibited items, the student may be searched or screened for these items. Pittville School has the power to confiscate these items, along with any others considered by the school to be harmful or detrimental to school discipline, however they are found.

Please refer to Uniform Policy for information around confiscation with regards to non-uniform items.

12.1 Prohibited Items

Item	Return timescale (if returned)	Return process
Mobile phones or smart watches. (Must be off and out of sight).	When parents collect	Collected from student reception and/or main reception by a parent
Jewellery that is an infringement of the uniform policy (when worn on school site)	End of the term	Collected from student reception and/or main reception
Hoodies	End of school day	Collected from student reception and/or main reception
Aerosols	End of school day	Collected from student reception and/or main reception
Chewing gum	Not returned	
The following prohibited items will be returned if they are not required as part of a police investigation.		
Any article that a member of staff reasonably suspects has been	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer

used/will be used to commit an offence.		
Razor blades/sharp scissors	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer
Medication	After meeting or phone call with a member of the SLT / HoH	Returned to parent or carer
Alcohol.	Not returned – disposed of by the school	
Tobacco/cigarette papers/E-cigarettes/lighters/vapes	Not returned – disposed of by the school	
Fireworks	Not returned – disposed of by the school	
Substances that may be harmful or detrimental to good order and discipline, including ‘legal highs’.	Not returned – disposed of by the school	
Body piercing equipment/paraphernalia	Not returned – disposed of by the school	
Any article that a member of staff reasonably suspects has been/will be used to cause personal injury (including to the student), damage to property or compromise health and safety.	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer
Any item banned by the school, including mid-year, which has been identified in the rules as an item which may be searched for.	After meeting with the Headteacher/SLT/HoH	Returned to parent or carer

The school will take all reasonable steps keep confiscated items secure but accepts no responsibility for loss or damage of items that should not be brought into school.

12.2 Searching an electronic device.

If a search or screening finds an electronic device that is prohibited by the school rules, or that there is a reasonable suspicion has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the school has the power to examine any data or files on the device where there is a good reason to do so. The school also has the power to delete data or files if there is a good reason to do so, unless the device is going to be passed to the

police. Good reason for an examination of an electronic device or the deletion of data or files is if a member of staff should reasonably suspect the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

There is no requirement to have parental consent for an examination of an electronic device or the deletion of data or files.

If there are reasonable grounds to suspect that the device contains evidence relating to an offence, the device must be given to the police as soon as it is reasonably practicable; material should not be deleted from a device prior to giving it to the police.

12.3 Prohibited Items

These will not be returned to parents, carers or the student; the school will contact the police for advice about these items. These items will be disposed of if following this consultation, the school believes there is good reason to do so:

- Illegal drugs or controlled drugs (where staff are unsure of the legal status of a substance and believe it to be a controlled drug, they should treat it as such)
- Knives or weapons, including replica weapons/'BB guns'
- Drug paraphernalia
- Stolen items (unless of low value)
- Pornographic material/images (these may be disposed of by the school without consultation with the police unless there are reasonable grounds to suspect that its possession constitutes a specific offence (ie. it is extreme or child pornography))
- Illegal items

Students have the right to expect a reasonable level of personal privacy; this right may be interfered with by the school, but the school must always carry out screening and searching in such a way that is justified and proportionate.

In all instances, searching and screening must be under the direction of a member of the Senior Leadership Team who must oversee the process. The only exception to this is on a school trip when one of these members of staff is not present; in all such circumstances reasonable efforts must be made to contact one of these members of staff before a search or screening is conducted.

Parental consent is not required for either screening or searching.

Where it is judged appropriate, the School Police Officer may be contacted for support with a Search or Screening.

12.4 Sanction for Refusal of Search

Where the school believes the student to be in possession of a prohibited item (e.g. drugs, drug paraphernalia, vapes, smoking paraphernalia or other prohibited item) and the student refuses to be searched, the school will impose an equivalent sanction as if the suspected item were found in the possession of the student. Refusal to be searched is a serious offence, for which a student can receive either an internal suspension, a fixed term suspension or a permanent exclusion as a sanction.

12.5 Screening:

This involves the school randomly selecting a group of students to check that they are not in possession of any prohibited items. Pittville School maintains the power to screen students with their consent, for any item. This may be done at any point during normal school hours, during an after-school activity or on a school trip. This may require students to undergo

screening by a walk-through or hand-held metal detector (arch or wand) even if they are not suspected of having a weapon. Lockers, as school property, can also be subject to screening and may be screened without the student present.

If the student refuses to be screened, this can lead to an internal suspension or a fixed term suspension.

12.6 Searching:

Pittville School has the power to search students with their consent, for any item. Parental consent is not required for a search to take place. Parents will not be contacted before any type of search.

A search without consent can only take place when a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.

The search process – before the search:

1. Contact a member of the Senior Leadership Team to request a search. One of this team must be present before a search can be undertaken.
2. Ensure the student is in close supervision at all times before one of these colleagues arrives. Where possible, the student should be moved to an Office. Searches must only be carried out on the school site, unless on a school trip or other such off-site activity in which a member of staff has lawful control or charge of the student.
3. Where appropriate, CCTV should be checked to see if there are additional grounds for a search (a member of SLT or a HOH).
4. The searcher must be the same sex as the student. The only exception to this is exceptional circumstances in which a member of staff of the same sex is not available, and there is reason to believe that a failure to conduct a search could affect the safety of the student or other persons.
5. A witness should be present at all times when a search is conducted and should be present before the start of the search.

The search process- during the search

6. The search extent can include: clothes, possessions, desks and lockers. The person conducting the search may not require the student to remove any clothing other than outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; this includes hats; shoes; boots; gloves and scarves).
7. The student does not have to be present for the search of lockers or other spaces.
8. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, illegal drugs, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other prohibited items. (See detail below on the reasonable use of force and other forms of restraint)

The search process - after the search

9. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

10. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

11. The member of staff can retain anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

12. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

13. There is no legal requirement for a record to be kept of a search. However, it is good practice for a note of a search to be made on SIMS, which includes:

a. Name of the staff member conducting the search and the witness. b. Grounds for the search. c. Location of the search. d. Extent of the search. e. Whether consent was given. f. Whether force was used (see detail below on the reasonable use of force and other forms of restraint). g. Items found and the outcome.

14. Parents should always be informed retrospectively of a search, unless there is reasonable concern that this may affect a police investigation.

12.7 Strip searches

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved.

Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, 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. 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.

13. Student transition

13.1 Inducting incoming students.

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

13.2 Preparing outgoing students for transition.

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

14. Training

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

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

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- 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, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed half termly by Mr Watkins, Assistant Headteacher for Pastoral.

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.

15.2 Monitoring this policy.

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the senior leadership team.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

16. Links with other policies

This behaviour policy is linked to the following policies.

- Suspension policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Behaviour and Discipline in School - Advice for Headteachers and School Staff - DFE January 2016
- Exclusion from maintained schools, Academies and student referral units in England
- Alternative Provision Statutory guidance for local authorities
- SEND Policy
- ICT Acceptable Use
- Home School Agreement
- RSHE
- Anti-Bullying
- Accessibility Plan
- Administration of Medicines
- Attendance & Punctuality
- Code of Conduct
- Complaints
- Confidentiality
- Curriculum
- Equality & Diversity
- Exams
- Exams Access Arrangements
- Grievance
- Grouping
- Health & Safety
- Homework
- Keeping Children Safe in Education
- Marking
- Mobile Phone
- Monitoring Evaluation & Review
- Numeracy
- Offsite Visits
- Pupil Premium
- SRE
- Staff Development
- Teaching & Learning
- Transgender