



THE DEANERY

Church of England High School and Sixth Form College

BEHAVIOUR POLICY

February 2025

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Author:	Headteacher
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1. Aims

This policy aims to:

- Create a positive culture that promotes impeccable behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish an approach to maintaining high standards of behaviour that reflect the values of the school
- Ensure that all members of the school community are treated with respect, dignity and kindness
- Provide a consistent and fair approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in school

This policy supports the school mission to provide an education which enables all members of our school community to flourish and experience 'life in all its fullness' (John 10:10). It is fundamentally rooted in our Christian values:

- Reconciling Compassion and Forgiveness with Justice
- Demonstrating Courage in confronting challenging situations
- Showing Wisdom when things go wrong and allowing for fresh starts
- Demonstrating Hope and Integrity when dealing with difficult situations

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2015
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people 2024
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Carrying a Bladed or Sharply Pointed Article on School Premises (Section 139A criminal justice act 1988)
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Impeccable behaviour is defined as:

- A calm, orderly environment in which pupils can learn and teachers can teach without disruption
- Respect for adult authority; school is run by adults, for children
- Positive social norms and expectations
- The establishment of universal routines that are precisely defined and consistent

Misbehaviour is defined as:

- Not following school rules
- Disruption to learning in lessons
- Poor behaviour on corridors between lessons, or at break and lunchtimes
- Non-completion of classwork or homework
- Defiance – not following instructions from staff
- Poor attitude to learning or towards school staff
- Incorrect uniform
- Poor punctuality to school or to lessons
- Absconding from lessons and internal truancy

- Contravention of the school policy on mobile phones (please see below)
- Failure to follow the instructions of staff on duty
- Lapping and not attending lessons on time
- Dangerous behaviour in the corridors or on the yard
- Shouting and disturbance on corridors

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and repeated instances
- Persistent disruption
- Repeated defiance and failure to follow instructions
- Repeated absconding from lessons and internal truancy
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments or intimidation
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Setting off the fire alarm
- Swearing
- Inappropriate language to adults and verbal abuse
- Smoking and vaping
- Racist, sexist, homophobic, transphobic or discriminatory behaviour of any nature
- Possession of any prohibited items. These are:
 - Knives or weapons, including imitation weapons (Carrying a Bladed or Sharply Pointed Article on School Premises: Section 139A criminal justice act 1988 – ‘Any person who has with him any article, which has a blade or is sharply pointed or any offensive weapon on school premises without good reason or lawful authority commits an offence.’)
 - Alcohol
 - Drugs or other illegal substances
 - Stolen items
 - Vapes, associated liquid refills, electronic cigarettes, tobacco, lighters and cigarette papers
 - Fireworks
 - Pornographic images or videos
 - Stolen items
 - Laser pens
 - Any article that an adult 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)

Misbehaviour and/or serious misbehaviour outside school:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises including online conduct. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘*to such an extent as is reasonable*’.

In line with DFE guidance, the school may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity or travelling to and from the school
- Wearing the school’s uniform or in some other way identifiable as a pupil of the school
- For behaviour that poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school
- That could have repercussions for the orderly running of the school

4. Roles and responsibilities

Parents and carers

In accepting a place for their child at The Deanery, parents are required to:

- Support this Behaviour Policy fully in both principle and practice, and not to undermine it
- Support their child, and the school, in adhering to school rules and the Pupil Code of Conduct
- Agree to, and follow, the Parent and Carer Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year/Senior Progress Leader or Senior staff promptly
- Attend Parents' Evenings and other meetings to support their child's behaviour and progress

The **Governing Body** is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The **Headteacher** is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- 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 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
- 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
- Sharing this policy with parents on an annual basis via the school website

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help pupils make better choices and learn the right lessons.

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Implementing the 'Behaviour to Flourish' expectations
- Implementing Teaching and Learning strategies aimed to support behaviour, such as the 'silent settler'
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will
 - uphold high standards of behaviour and discipline at all times
 - support staff in responding to behaviour incidents
 - be present at key points in the school day to support and model culture

All **staff** have statutory and delegated authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances. This authority applies to outside of the school premises when a pupil is uniform or is travelling to and from school.

Staff have the power to impose detentions outside of school hours and to confiscate property prohibited in this policy

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

- 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 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 pupils who are mid-phase arrivals

5. Staff Guidance - Standard Operating Procedures for Classroom Management

All staff are expected to manage behaviour effectively. The school operates a system of standard operating procedures which aim to maintain good order and discipline, to enable effective learning to take place. Procedures, expectations and protocols relating to day-to-day management of behaviour are outlined in the 'Behaviour to Flourish' Handbook and associated guidance.

6. Rewards and sanctions

Section 91(3) of the Education and Inspections Act 2006 states that '*Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.*'

Positive behaviour will be rewarded with:

- Praise and recognition (verbal)
- Achievement points on Synergy
- Letters/emails or phone calls home to parents
- Special responsibilities/privileges
- Attendance on rewards trips
- Positive postcards and Headteacher postcards
- Year group reward activities
- Leadership opportunities

The Governing Body has agreed that the following sanctions may be used in response to unacceptable behaviour:

- A verbal warning
- Faculty Remove – being removed to another classroom
- Teacher detentions at break, lunchtime or after school
- Removal from the group/class or particular lesson on a short-term basis
- Senior Leadership Team Detentions
- Being placed on Report
- Letters or phone calls home to parents
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Completion of work or extra work
- Carrying out a useful task in the school (community service)
- Removal to Internal Exclusion in 'Room to Improve' for a period of time
- Attending Twilight School from 1-5pm
- Placement Suspension in another school's Internal Exclusion facility
- Off-site Directions to another school
- Fixed Period Suspension
- Permanent Exclusion

7. Detention

Teachers have a legal power to put pupils aged under 18 in detention; this includes detention outside of school hours. This legal power is extended to cover supervisors, learning mentors, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

In accordance with legislation, parental consent is not required for any detentions and there is no requirement to give parents 24 hours' notice of a detention. Pupils can be detained for up to an hour at the end of the day. For break and lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

A pastoral leader or a member of the Senior Leadership Team can retain the pupil after school hours for their own safety; this would not count as detention.

A lunchtime detention is given to any pupil who arrives late to school without a valid reason.

Circumstances for not detaining a student:

- An after-school detention should not be imposed on a pupil who lives a long distance from school, if the pupil's only means of travelling home was in a bus leaving at the end of the school day and there was no other way the pupil could get home. However, the onus is on parents to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to a parent or pupil in making alternative transport arrangements would not be sufficient reason to withdraw the detention.
- The pupil has known caring responsibilities which mean that the detention is unreasonable
- where there is any reasonable concern that doing so would compromise a pupil's safety or is likely to put the pupil at increased risk
- if the detention timing conflicts with a medical appointment; proof may be required

8. Removal from classrooms

- Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff
- The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.
- Removal will be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- As with all disciplinary measures, schools will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space
- to allow other pupils to learn, and teachers to teach, without disruption

9. Mobile phones and smart devices

- Mobile phones must be switched off and kept in bags for the **entire school day**. If mobile phones are seen or heard by a member of staff they will be **confiscated until the end of the school week**. The phone will remain in the main office safe.
- The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises, during school trips, or when pupils are travelling to and from school.
- Schools have the power to confiscate mobile phones as a disciplinary measure (section 91 and 94 of the Education and Inspections Act 2006). The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.
- This rule applies from the point at which pupils physically enter the school site until they have left the school site. Phones that are used inside the school buildings/on the school site at the end of the school day will be confiscated in line with this policy, although professional discretion and judgement will be used when pupils are attending after school clubs and practices.
- If a parent wishes to collect the mobile phone before the end of the confiscation period they may do so; we would discuss with the parent the importance of keeping the phone confiscated at home until the end of the school week and in doing so would seek their support of our behaviour policy.
- Mobile phones are not permitted in any exam
- Certain types of conduct involving mobile phones e.g. bullying or harassment, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to, sexting, consensual and non-consensual sharing of nude or semi-nude images or videos, upskirting, threats of violence or assault, abusive call, emails, social media posts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

- Reasonable adjustments and adaptations may be made in liaison with parents for specific pupils who need to access their mobile phone in school. School will support pupils with medical conditions and will take reasonable steps to avoid disadvantage to a disabled pupil caused by this policy. Each case for adjustments or adaptations will be assessed on its own merits. e.g. a pupil with diabetes who uses a mobile phone to help monitor blood sugar levels, or for young carers.
- Identical restrictions apply to all other electrical devices including smart watches
- As specified in the Uniform Policy, smart watches and other smart technology with similar functionality to mobile phones) e.g. the ability to send and/or receive notifications or messages or the ability to record audio and/or video, are also prohibited in school and will be confiscated
- This rule applies to sixth form students with regard to mobile phones used in public spaces around school; however, professional discretion and judgement will be exercised regarding use within lessons for educational purposes. Students are allowed to use mobile phones in the common room and study zone. Confiscated phone will be given to the Welfare and Guidance Officer to be returned to the student at the end of the day. Repeated use of a mobile phone outside of the designated areas, will result in the student having to submit their phone to the Sixth Form Office on entry into college and collected when leaving for the day
- Staff must not use their own mobile phones for personal reasons in front of pupils during the school day. There may be occasions where it is appropriate for a teacher to use a mobile phone or similar device e.g. PE staff conducting registers outdoors
- If parents need to contact their child during the school day, they will be directed to the main office, who will pass on any messages as appropriate. Parents must not contact children directly during the school day.
- Use of mobile phones on residential trips or trips outside of the normal school day will be considered as part of the planning and risk assessment for that trip/visit

10. Bullying

Please see Anti-Bullying Policy

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. This policy applies to all members of the school community and includes child on child bullying, adult to child, child to adult and adult to adult bullying.

Bullying is:

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, inappropriate or unwanted physical contact
Bullying based on race, religion, culture, gender, sexual orientation, gender identity, SEND	Taunts, graffiti, gestures, any other aspects of associated definitions
Sexual	Explicit sexual remarks or questions, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy including:

- How the school will prevent bullying
- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

Parents of pupils who are victims of online bullying (which takes place outside school) must report this to the police as school cannot take responsibility for such behaviour. School will however support families and children by applying this policy in school and providing support for pupils who are involved in online bullying. Cyber bullying/ Online bullying includes *but is not limited to*: threatening behaviour, harassment, invasion of digital privacy, exposure of personal information without consent (doxing), malicious content sharing, password theft, distribution of images without consent, sexting, body shaming, social media bullying, trolling, controlling behaviours, sexual harassment, fraping, catfishing, exclusion.

11. Suspension

For further details, please see Suspensions Policy. Suspension, of varying lengths, may be issued for:

- Instances of serious misbehaviour, whether repeated disruption or one-off incidents
- Swearing at staff
- Refusing to attend Internal Exclusion (Room to Improve)
- Failure to follow rules and expectations in Internal Exclusion (Room to Improve)
- Failing a Reintegration Meeting following a Fixed Period Suspension through not agreeing to follow rules and expectations
- Repeated occasions of placement in Internal Exclusion
- Fighting

12. Permanent exclusion

For further details, please see Suspensions Policy.

Permanent exclusion is a last resort, following the use of a wide range of other strategies and is an acknowledgment that all available strategies have been exhausted. A permanent exclusion may be issued for:

- Persistent disruption and defiance
- Persistent bullying (which would include racist/homophobic/transphobic bullying)
- A one-off serious offence, which might include:
 - Serious actual *or* threatened physical assault against a student or a member of staff
 - Supplying, possession and/or use of an illegal drug or associated paraphernalia on school premises
 - Sexual abuse or assault
 - Carrying an offensive weapon: offensive weapons include any knife or bladed instrument irrespective of length and items judged by the Headteacher to be carried with the intention to inflict injury on another individual
 - Making a malicious serious false accusation against a member of staff
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - Arson
 - Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

13. Off-Site Direction

Off-site direction is when a governing board of a school requires a pupil to attend another education setting to improve their behaviour for a set period of time. This may be in the form of

- a. directing the pupil to attend another local school for a period of time determined by school
- b. directing the pupil to attend a placement suspension in another local school
- c. directing the pupil to an Alternative Provision provider

- Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions have been unsuccessful or are deemed inappropriate. The governing body must ensure that parents (and the local authority if the pupil has an Education, Health and Care plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.
- The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect.
- Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect.
- The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.
- The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews
- The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review. The governing body must take into account the views of any persons (the relevant person, the provider, the head teacher of the school, a representative of the governing body; and where the pupil has a statement of special educational needs, a representative of the local authority maintaining the statement referred to in regulation) who have attended the review meeting or have submitted their views in writing.

14. Managed Moves

In some cases, school may decide it is best for a child to move to another school permanently following an off-site direction placement. This is known as a managed move. Managed moves should be voluntary and have parental/carers agreement before they take place.

- A managed move should only occur when it is in a child's best interests and all parties, including the new school and the child's parents/carers, agree it would be best for the child to move to another school permanently.
- School should not use a 'trial period' or 'trial admission' for managed moves, as a managed move is a permanent move to another school.
- If a child has an EHC plan, the school should contact the local authority prior to the move and if the local authority, both schools and the parents/carers are in agreement that there should be a managed move, the local authority will need to follow the process for changing an EHC plan.

15. Alternative Provision

In some circumstances the Headteacher may consider the use of Alternative Provision. This will be considered based on an understanding of the support a pupil needs in order to improve their behaviour, as well as any SEND or health needs.

16. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy, up to and including **permanent exclusion**.

The Safeguarding Policy and Statement of Procedures for Dealing with Allegations of Abuse against Adults provides more information on responding to allegations of abuse. Incidents which are categorized as Abuse against Adults are logged and monitored by the DSL, on CPOMS.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

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.

17. Physical restraint

The non-statutory advice from the DfE "Use of Reasonable Force" (July 2013) applies to school leaders and staff in all schools. This advice defines 'reasonable force' as covering a broad range of actions used by teachers that involve a degree of physical contact with pupils. 'Reasonable' in these circumstances is defined as using no more force than is needed. 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.

All members of school staff have a legal power to use reasonable force and schools do not require parental consent to use force on a student. Section 93 of the Education and Inspections Act 2006 confirms that school staff "*may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:*

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

DFE 'Use of Reasonable force' July 2013 states that schools can use reasonable force to:

- Remove disruptive pupils from a classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or trip/visit
- Prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search without consent for prohibited items

Incidents of physical restraint must:

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

Team Teach will be used where pupils need guiding, escorting or restraining. This will happen only when necessary. Team Teach trained staff will use this tool following the exhaustion of all reasonable de-escalation and encouragement techniques. All Team Teach guidance will be followed and when a pupil has been escorted or restrained, a serious incident will be logged as per Team Teach protocols. This will be reviewed and countersigned by the Deputy Headteacher Pastoral or the Headteacher.

18. Confiscation

In line with the law and DfE guidance, any prohibited items found in pupils' possession can and will be confiscated. These items will **not** be returned to pupils.

Mobile phones will be confiscated if seen or heard on the school premises at any time of the school day.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples include jewellery, inappropriate clothing; food being consumed during a lesson or high caffeine content energy drinks. These items may be returned to a student at the end of the lesson or day (at the discretion of staff) after discussion with parents/carers, if appropriate.

19. Searching a pupil

Searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. 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.

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 a member of the senior leadership team or pastoral year team, 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, but not to search for items that are only identified in the school rules.

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

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket 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 and 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 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 including incidents where no items were found, will be recorded in CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. 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.

20. Online misbehaviour

DfE: Behaviour in Schools 2024: *'Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.'*

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where school suspects a pupil of criminal behaviour online, the guidance below on suspected criminal behaviour must be followed.

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

21. 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 or member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict

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

22. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, approaches to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers from the Wigan TESS Service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, school will liaise with external agencies and plan support programmes.

23. Zero-tolerance approach to sexual harassment and sexual violence

Please refer to the Safeguarding and Child Protection Policy for full details.

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 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

24. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents
- Permanent exclusions and fixed period suspensions
- Use of off-site directions
- Incidents of physical restraint, searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

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, the school will review its policies to tackle them. This behaviour policy will be reviewed by the Headteacher and Pastoral and Ethos committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

25. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions policy
- Safeguarding and Child Protection policy
- Mobile phone policy
- SEND Policy
- Anti-Bullying Policy
- Uniform Policy

26. Training

Staff are provided with training on managing behaviour as part of the CPD programme. Some are trained in the Team Teach method of the proper use of restraint.