



The 3-18 Education Trust

Behaviour Policy

'Every individual is in a great school.'

Approved: Summer Term 2024
Review: April 2026

www.3-18education.co.uk



Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust

Longden Road
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	<p>Department for Education (DfE) on:</p> <p>Behaviour in schools: advice for headteachers and school staff 2022</p> <p>Searching, screening and confiscation: advice for schools 2022</p> <p>The Equality Act 2010</p> <p>Keeping Children Safe in Education 2025</p> <p>https://www.gov.uk/government/publications/school-exclusion</p> <p>Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023</p> <p>Use of reasonable force in schools</p> <p>Supporting pupils with medical conditions at school</p> <p>Special Educational Needs and Disability (SEND) Code of Practice</p> <p>In addition, this policy is based on:</p> <p>Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy</p> <p>DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy</p>
Policy Adopted By	Board of Trustees
Consultation	Local Governing Bodies
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1. Introduction

- 1.1. The 3-18 Education Trust (Trust) believes that good behaviour in schools is central to a successful education. In order to become accomplished, resilient and compassionate young people when they leave the Trust, all young people must feel confident enough to take risks and make mistakes.
- 1.2. However, in order to fully reach their potential, pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.
- 1.3. It is the Trust's aim that every member of the Trust's community – pupils, staff, parents, local governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. It is expected that all members of its community set an example to others in order to establish the highest standards of behaviour.
- 1.4. In so doing the Trust aims to promote good behaviour, self-discipline, respect, prevent bullying and ensure pupils complete their work to the best of their ability. Ultimately, the Trust's aim is to prepare pupils for life after school.

2. The Trust's Behaviour Principles

- 2.1. In all schools in the Trust, there is an expectation that there will be:
 - A whole school approach to behaviour, with simple, clear and well communicated expectations.
 - High expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment.
 - Support in place from school leaders for school staff in managing pupil behaviour.
 - Targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with additional needs and/or disability as required.
 - Proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others.
 - A culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe, and everyone is treated with respect.
 - Systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.
 - A clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education, to provide a safe environment in which pupils can learn.
- 2.2. This policy applies to all aspects of school life: clubs, breaks/lunchtimes, wrap around care and also when pupils are out of school on school trips and within the local community.

3. The Policy Aims

- 3.1. This policy aims to:
 - Establish a whole Trust approach to maintaining high standards of behaviour that reflect the values of the school.

- Outline the expectations and consequences of behaviour, making reasonable adjustments where appropriate.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.

3.2. Define what the Trust considers to be unacceptable behaviour, including bullying and discrimination.

4. Bullying

4.1. Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face-to-face or online.

4.2. Bullying can include:

Type Of Bullying	Definition
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.3. Please refer to the Trust's Anti-Bullying Strategy to read the measures to prevent bullying, including prejudice-based and discriminatory bullying. The Strategy can be found on the Trust's and individual school websites or by contacting individual schools.

4.4. Please refer to the Trust's Online Safety Policy to read the measures to prevent cyberbullying. The Policy can be found on the Trust's and schools' websites or by contacting an individual school.

5. Roles and Responsibilities

Trust Board

5.1. The Trust Board has a strategic leadership responsibility for ensuring the Trust takes a whole Trust approach to behaviour as outlined in this policy and that the Trust complies

with duties under the related legislation and guidance listed later in this policy. The Trust Board has delegated some responsibilities, although retains accountability, as follows:

The Chief Executive Officer (CEO)

5.2. The CEO ensures:

- Each Trust school adheres to this policy and has procedures in place that are implemented effectively and comply with the Trust's duties under the related legislation and guidance listed later in this policy.
- All staff are knowledgeable and confident in carrying out their duties in line with training and the related legislation and guidance listed later in this policy.

The Behaviour Link Trustee

5.3. The Trust Board appoint a Behaviour Link Trustee who is responsible for meeting with the Deputy Chief Executive Officer each term and reporting back to the Trust Board normally by a written report.

Local Governing Bodies (LGB)

5.4. Under the Scheme of Delegation, the Trust Board has delegated monitoring of the effectiveness and implementation of behaviour at school level to LGBs. Each individual LGB will appoint a Behaviour Link Local Governor. Each Behaviour Link Local Governor is responsible for leading on the governance oversight of behaviour. They meet with the school's behaviour lead on a termly basis and report back to the LGB normally by a written report.

The Headteacher

5.5. The Headteacher is responsible for:

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

Staff

5.6. Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently and fairly.

- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using the relevant school system for recording behaviour incidents.
- Challenging pupils to meet the school's expectations.

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

Pupils

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

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the Behaviour Policy and guidelines.
- 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 available to them to help them meet the behaviour standards.

5.9. Pupils will be supported to meet the behaviour standards. Pupils will be supported to develop an understanding of Trust's Behaviour Policy, related guidance, and wider culture.

Parents and Carers

5.10. Parents and carers are expected to:

- Get to know the Trust's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Trust'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/relevant member of staff promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

5.11. 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 Trust's Behaviour Policy and working in collaboration with them to tackle behavioural issues.

6. School Behaviour Curriculum

6.1. The Trust aims to create a positive culture that promotes excellent behaviour, ensuring that all pupils are able to learn in a calm, safe and supportive environment.

6.2. Pupils within the Trust are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Not stop other pupils from learning due to poor behaviour.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

7. Behaviour Expectations and Pupils with SEND and/or Disability.

7.1. All Trust schools will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

8. Recognising the impact of SEND on behaviour.

8.1. When incidents of misbehaviour arise, they will be considered in relation to a pupil's SEND, although it is recognised that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

8.3. As a part of meeting these duties, the Trust's schools will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

8.4. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

8.5. Possible approaches to anticipating and removing triggers of misbehaviour within schools could include:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.

- Training for staff in understanding conditions such as autism/ADHD.
- Use of spaces (e.g. nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9. Adapting sanctions for pupils with SEND

9.1. When considering a behavioural sanction for a pupil with SEND, each school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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 pupil for the behaviour.

9.2. 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. The school will also consider the impact of the sanction on a child with SEND (e.g. internal isolations may not be an appropriate response for some SEND pupils).

10. Considering whether a pupil displaying challenging behaviour may have unidentified SEND.

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

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

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

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

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

12. Responding to Behaviour

Classroom management

12.1. Teaching and support/associate staff are responsible for setting the tone and context for positive behaviour within the classroom.

12.2. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day/lesson positively and starting the next day/lesson afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Safeguarding

12.3. All schools in the Trust recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. Schools will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm.

12.4. Where this may be the case, the school will follow its Safeguarding and Child Protection Policy, and consider whether pastoral support, Early Help support or a referral to children's social care is appropriate.

12.5. Please refer to the school's Safeguarding and Child Protection Policy for more information. The Policy can be found on the school's websites or by contacting the school.

Responding to good behaviour

12.6. Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, the Trust expects all schools to have in place procedures and processes to reward good behaviour.

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

12.8. Positive behaviour may be rewarded with:

- Verbal praise.
- Stickers, certificates, awards, prizes.
- Communicating praise to parents/carers via phone call or written correspondence.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity.

Responding to misbehaviour

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

12.10. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and

proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

12.11. De-escalation techniques can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Some time-out of the activity
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges (e.g., lunchtime/playtime)
- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff.
- Letter/email or phone call home or discussion at collection time with parents/carers.
- Putting a pupil 'on report'.
- Removal of the pupil from the classroom.
- Compensation to the school or individual for damage or theft
- Withdrawal from participation in a school trip or event
- Internal exclusion
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

12.14. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The safeguarding of pupils will always be taken into account when deciding whether to suspend (e.g., in cases where a suspension would put a child at risk due to home circumstances).

Supporting pupils following a sanction

12.15. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

12.16. This could include measures like:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what could happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call or meeting with parents, and the Virtual School Head for looked after children;
- Considering whether support or intervention for behaviour management being provided remains appropriate.

- Reintegration meeting with parents and pupil following any form of exclusion.
- Daily contact with the pastoral lead or another member of staff (e.g. a tutor, class teacher).
- A report card with personalised behaviour goals.
- Reintegration discussion and Reintegration Contract put in place.
- Professional's meeting to discuss behaviours and support packages in place.

12.17. A reintegration meeting/conversation with a pupil following a suspension must always take place.

The use of reasonable force

12.18. Reasonable force covers a range of interventions that involve physical contact with pupils. 'Reasonable' means 'using no more force than is needed.' All members of staff have a legal power to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

12.19. Incidents of reasonable force must:

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

12.20. When considering using reasonable force, staff should, where possible and if they know the child, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. This may not be possible if staff do not know the individuals involved.

Confiscation, screening and searching.

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

Confiscation

12.22. Any prohibited items (listed in Appendix A) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but may be returned to parents/carers. Pupils are expected to hand over prohibited items if requested to by a member of staff.

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

Searching a pupil

12.24. Searches will only be carried out by headteachers and staff authorised by the headteacher to do so.

12.25. Subject to the exception below, schools will ensure that there will be another member of staff present as a witness to the search.

12.26. 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.

12.27. 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.

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

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

12.30. 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.

12.31. 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.

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

12.33. If they still refuse to co-operate, the member of staff will contact the select appropriate member of staff (e.g., headteacher/designated safeguarding lead (or deputy) /pastoral lead], to try to determine why the pupil is refusing to comply.

12.34. 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.

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

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

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

12.38. 'Outer clothing' includes:

- Any item of clothing that is not 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

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

- Lockers
- Bags

12.40. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on page 4) and items identified in the school rules.

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

12.42. 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)

12.43. 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 (listed in Appendix 1).
- If they believe that a search has revealed a safeguarding risk

12.44. All searches for prohibited items (listed in Appendix 1), including incidents where no items were found, will be recorded in line with each school's individual system.

Informing parents/carers

12.45. Staff will inform Parents/carers, where reasonably possible, of any search for a prohibited item (listed in Appendix 1) and must inform parents/carers if something is found.

If something is found, 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

12.46. 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).

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

Strip searches.

12.48. 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.](#)

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

12.50. 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.

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

Communication and record-keeping

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

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

Who will be present.

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

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

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

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

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

12.58. The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Off-site misbehaviour

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

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

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

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

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

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

Online misbehaviour

12.67. Trust schools 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.

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

Suspected criminal behaviour

12.69. If a pupil is suspected of criminal behaviour, schools in our Trust will make an initial assessment of whether to report the incident to the police.

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

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

12.72. The school will not interfere with any police action taken and will always take police advice on next steps. The school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

12.73. 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.

Zero-tolerance approach to sexual harassment and sexual violence

12.74. All Trust schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

12.75. Pupils will be encouraged to report anything that makes them uncomfortable, no matter how minor they feel it might be.

12.76. The school's response will be:

- Proportionate

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

12.77. All schools have 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.

12.78. Please refer to the school's **Safeguarding and Child Protection Policy** for more information. The Policy can be found on the school's websites or by contacting the school.

Malicious allegations

12.79. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, all schools within the Trust will deal with the incident in line with this policy.

12.80. 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, each school will consider whether to discipline the pupil in accordance with this policy.

12.81. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, each 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.

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

12.83. Please refer to the school's Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils. The Policy can be found on the school's websites or by contacting the school.

13. Serious Sanctions

Detention

13.1. Pupils can be issued with detentions during breaks, lunchtimes or after school during term time.

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

13.3. When imposing a detention, each school will consider whether doing so would:

- Compromise the pupil's safety.

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

Removal from classrooms

13.4. In response to serious or persistent breaches of this policy, schools may remove the pupil from the classroom for a period of time.

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

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

13.7. Removal can be used to:

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

13.8. Pupils who have been removed from the classroom will be supervised by a member of staff.

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

13.10. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

13.11. Parents/carers will be informed on the same day that their child has been removed from the classroom to a supervised place.

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

- Meetings with members of the team who support pupils in the school
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units/nurture hubs (for those schools with this provision)
- Multi-agency Assessment
- Pupil Planning Meetings
- Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusion

13.13. All Trust schools 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.

13.14. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

13.15. Please refer to the Trust's Suspension and Permanent Exclusions Policy for more information. The Policy can be found on the Trust's and schools' websites or by contacting an individual school.

14. Pupil Transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

15. Training

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

- The Trust's Behaviour Policy
- Use of CPOMS/Arbor (or whatever system is used to record behaviour logs)
- The Trust's Anti-bullying Strategy
- Where appropriate, the proper use of restraint (e.g. Team Teach)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

15.2. Behaviour management will also form part of continuing professional development.

16. Monitoring of Behaviour Data

16.1. Each Trust school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site provision.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

16.2. The data will be analysed regularly by the behaviour lead and the Headteacher.

16.3. 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

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

16.5. The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

17. Linked Policies

- Suspension and Permanent Exclusions policy
- Child Protection Policy
- Physical restraint
- Mobile Phone Policy
- Anti-bullying Strategy

Appendix A - Definitions

Misbehaviour:

- Unkindness towards other pupils
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude/refusal to follow instructions
- Disrespectful behaviour
- Poor behaviour on the way to/from school
- Anti-social behaviour out of school
- Incorrect uniform.

Serious misbehaviour:

- Repeated breaches of the school rules.
- Persistent disruptive behaviour
- Truancy from lessons
- Alcohol and drug related issues
- Offensive conduct towards members of staff
- Any form of bullying
- Poor behaviour in examinations
- 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 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, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Controlled substances
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Any smoking paraphernalia
 - Any vaping paraphernalia
 - E-cigarettes or vapes
 - 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 pupil).