



## Student Behaviour Policy and Statement of Behaviour Principles

Signed	
Position	Mr Michael Jeffrey Head of School
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Next Review	September 2025

### Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*



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# 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

# 2. Legislation and statutory requirements

This policy is based on 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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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



### 3. Definitions

Centre Academy London (CAL) strives to engender “an enabling environment” that supports students to remain regulated and calm whilst in school. The environment is key to the success and progress of our students. We maintain a positive ethos and support those students who are struggling to regulate their emotions through our “approach” to each student. However, we also need to prepare our students for adulthood and to be effective citizens and members of society; therefore, there are high expectations of everyone in the school community, including staff, students and parents.

#### 3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-cooperation with staff
- Rudeness directed at staff
- A poor attitude

#### 3.2 Serious misbehaviour is defined as:

- 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, including vaping
- 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
  - 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)
  - Mobile ‘phones and similar devices, including SMART watches

## 4. Bullying

### 4.1 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, although it should be appreciated that a single occurrence could also be perceived as bullying.”*

Bullying is, therefore:

- Deliberately hurtful
- Usually 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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based Gender reassignment Pregnancy or maternity	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, derogatory, banter or sexist
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)



Details of our school's approach to preventing and addressing bullying are set out in our Antibullying Policy held in the school office or on the school website.

## 5. Roles and responsibilities

### 5.1 School Ethos

CAL expects the school to be a place where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline and social consciousness are promoted, and good behaviour is the norm.

### 5.2 The School's Moral Code

CAL's policies reflect the highest moral standards, and in particular, will not tolerate bullying or other anti-social behaviour. The school's policies acknowledge that problems are likely to have underlying causes which the school should take account of and do its best to counter.

### 5.3 Responsibilities

This behaviour policy reflects a code of conduct designed to reflect the culture and *ethos* of CAL.

School staff, pupils and parents have complementary roles in creating a positive learning environment. It is the responsibility of everyone in the school community to demonstrate, encourage and expect responsible behaviour. Everyone works toward the school's aims by being aware of and respecting individual needs, fostering, and promoting good relationships and working as a team. However, each group has rights and responsibilities that must be recognised and fulfilled to promote harmonious and productive relationships.

### 5.4 Rights Respecting School

CAL is a **rights respecting** school, where we promote the UNICEF United Nations Convention on the rights of children and young people (1989). A list of the rights that CAL promotes in our school is in Appendix 3.

The school is committed to achieving the Bronze Award during 2023-24.

### 5.5 Governance

Governance is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governors will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.



## 5.6 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with Governance, giving due consideration to the school's statement of behaviour principles (Appendix 1).

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head of School, together with the Leadership team and senior teachers, has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head of School must:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour – “an enabling environment”
- 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 when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## 5.7 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils and their “approach” to all students
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- To be a good role model to the student body



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- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson. However, behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

Through regular discussions at weekly staff meetings, the SLT can ensure that staff are aware of the expectations the school holds regarding behaviour.

The working of the school's policies and procedures will be discussed regularly at INSET and staff meetings.

Staff will also be called upon from time to time to identify problems that may be behind any poor behaviour, and to suggest possible courses of action. Collating of incidents will be undertaken by the SLT to suggest courses of action to de-escalate students or circumstances.

Training in behaviour management will be provided.

### 5.8 Parents and carers

Parents are expected to:

- 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, while continuing to work in partnership with the school and their child's mentor
- 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.

### 5.9 Pupils code of conduct

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

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- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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. The Student Council will actively be involved in this process.

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

Pupils are expected to:

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

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The Student Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in form/tutor group time will inform the deliberations of the Student Council.

The Student Council Leader, **Ms Jasmine Kaur**, is responsible for ensuring the positive contribution of pupils, and that their views are communicated to the Senior Leadership. In particular, the Head of School will ensure that the needs of all SEN pupils are properly taken into account, and their participation in the consultation process is assured.

### 5.10 Mobile phones

At CAL, students are not allowed to use their mobile 'phones in school. Our students are very susceptible and we have a duty of care to safeguard them at all times when on our school premises. Students must:

- Hand in all their mobile 'phones on entry to the school.
- Switch off their 'phones when entering through either the front door or the side gate
- Students are not allowed to bring in additional 'phones or burner 'phones

All “phones must be handed in to the school office for safe keeping

Exceptions may include:

- If a student has a medical reason for keeping their phone on them e.g. recording of a student’s glucose levels if they have a Type 1 diabetes
- A student is on a transition. They will hand in their phones but given opportunities during the day to contact parents or carers if required from the school office
- A student would be allowed to contact parents if their taxi is late or not turned up but under adult supervision

## 6. Responding to behaviour

### 6.1. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school to ensure it remains “an enabling environment” where all students progress.

All staff are expected to have a positive approach to classroom management. They are expected to:

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

### 6.2 Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, using our therapeutic staff, an early help intervention or a referral to children’s social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information which can be found on the school website.

### 6.3 Responding to good behaviour.

CAL has a range of **rewards** for positive behaviour. Students will be rewarded with:

- Verbal praise
- House tokens

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- Letters or phone calls home to parents
- Non-verbal endorsements
- Verbal and written endorsements
- Tangible rewards such as stickers, stamps and Student of the Week certificates and Head of School Student Award
- Whole school recognition at Celebration Assemblies
- Termly treats for the most successful House
- Leadership roles
- Special privileges such as Lunchtime Passes
- Extra-curricular activities such as Boxing Taster sessions and Rock climbing
- Special responsibilities

### 6.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. This must be done in a discrete manner that preserves the dignity of the student or students.

De-escalation techniques, including the use of pre-arranged scripts and phrases, 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.

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

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

- A verbal reprimand
- Requesting a member of SLT staff who is on duty or the Mental Health & Wellbeing School Counsellor to collect the pupil and support their learning out of the class
- Placement on a target card/behaviour plan to support them in making positive decisions
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime with a member of the SLT
- Letters or phone calls home to parents
- Withdrawal of break or lunchtime privileges
- Withholding participation in educational visits or sports events which are not essential to the curriculum
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

At all times, the wellbeing of the student and their additional needs will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, often after consulting parents and with regard to the impact on perceived fairness.



## 6.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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.

## 6.6 Searching and confiscation

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

### Confiscation

Any prohibited items (listed in Section 3 above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

### Searching a pupil

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

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

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

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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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. This should also be added to CPOMS, the school's safeguarding log.

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Head or a member of the safeguarding team or school counsellor, 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.



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

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

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

'Outer clothing' includes:

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

### Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

### Informing the designated safeguarding lead (DSL)

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

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

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

### Informing parents/carers

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

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

### Support after a search



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

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

## Strip searches

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

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

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

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

## Communication and record-keeping

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

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

## Who will be present

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

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

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

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



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

The appropriate adult will:

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

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

### **Care after a strip search**

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

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

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

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

### **6.7 Off-site behaviour**

Sanctions may be applied when 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 CAL
- 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 or member of the public
  - Could adversely affect the reputation of the school

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



## 6.8 Online misbehaviour

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

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

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

## 6.9 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 head teacher/member of the SLT 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.

## 6.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

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



Please refer to our child protection and safeguarding policy for more information which is held on the website and in the school Office.

### **6.11 Malicious allegations**

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy, and the managing allegations policy for more information on responding to allegations of abuse against staff or other pupils. (Held in the school office)

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

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

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

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

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

## **7. Serious sanctions**

### **7.1 Detention**

All members of staff are allowed to issue a detention but it must be as a last resort and for repeated misbehaviours. All staff are to consider the student's additional needs and mental health or wellbeing at all times. Staff are to seek advice off the Head or SLT if they are unsure of whether to issue a detention. All detentions at CAL are at lunchtime. No student

is to be kept back after school or at weekends. All detentions are to be reported to the Head and class mentor. Class mentors must report the detention to parents.

### 7.2 Removal from classrooms

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

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

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.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the Head or members of the SLT on duty that day, and will be removed for a maximum of one lesson unless it is a repeated offence. Only the Head can issue and in-house suspension.

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

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

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

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

- Meetings with the class mentor
- The Mental Health and Wellbeing School Counsellor
- Short-term behaviour report cards
- Long-term behaviour plans

Staff will record all incidents of removal from the classroom onto CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

### 7.3 Behaviour Plan

Individual mentors may instigate an individual behaviour plan. This will be discussed with the Head of School and all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing. (This action is imposed if a child's unacceptable behaviour becomes too frequent or dangerous to themselves or others, as considered by the SLT). These plans will be reviewed every half term by the SENDCo/Head of School and in consultation with the parents.

If we are finding that a behaviour plan is not working, for a variety of reasons, we will finally attempt a 'contract'. This will consist of three or four targets that we as a school need to observe the student trying to meet. (All targets will reflect behaviour and other policies that relate to the *ethos* and principles of the school as published by the school). Again, this will be discussed with all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing. This 'contract' will then be signed by both the student and the parent provided they agree with the targets.

If, however, a parent or student does not agree with the targets we would then request a meeting, during which we would discuss with them how the targets meet the *ethos* of the school. (In a case of no agreement being reached the school will refer the dispute to the Local Authority.)

Fixed and/or permanent exclusion (see Standards of Conduct/Discipline and Exclusions Policy).

The school culture and ethos encourage desired behaviours and attitude through positive feedback, good relationships, and a stimulating curriculum rather than through the enforcement of sanctions.

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All behavioural incidents are recorded on the school CPOMs system by the members of staff involved. If these are deemed to be of a more serious nature, they are referred to the SLT who will investigate and issue sanctions. The Head is a member of the SLT, and this provides additional oversight to any decisions.

Sanctions for unacceptable and undesirable behaviour will be applied in a fair and consistent manner.

All staff must seek to ensure that sanctions enable pupils to make reparation (restorative justice) where possible. Sanctions will be applied as soon after the offence as possible, in a calm and measured manner.

Sanctions are, as far as possible, graded in severity according to the seriousness of the incident and the age/maturity of the child and will:

- Be **proportionate** to the offence
- **Defuse**, rather than escalate the situation and result in improved behaviour
- Focus on the **offence** rather than the character of the pupil
- Take account, as far as possible, **the age, maturity**, and other relevant circumstances of the pupil
- **Never degrade or humiliate**
- **Never be globally applied** for the offence of one or a few

Pupils who do not arrive for a sanction will be referred to the Head of School.

### 7.4 Suspension and permanent exclusion



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

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

Please refer to our exclusions policy for more information. This can be found on the school website or at the school office.

## 8. Responding to misbehaviour from pupils with SEND

### 8.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- All our students have 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 pupil concerned.

At CAL, we actively support the students to keep regulated. Some of the adjustments we make are:

- Short, planned movement breaks for any student who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting our uniform policy to support students with sensory issues or have severe eczema or may have self-harmed.
- Ongoing training and CPD for understanding conditions such as Autism, ADHD, Dyslexia and Dyscalculia
- Use of Zones of Regulation in the classroom environment
- Use of silent zones or areas where students can regulate their emotions during a movement of sensory overload





## 8.2 Adapting sanctions for students with SEND

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

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

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

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

## 9. Supporting pupils following a sanction

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

If a student is removed from the classroom for a period of time, it is important that they have the following:

- A re-integration meeting with a member of the SLT or the Mental Health & Wellbeing School Counsellor
- A meeting with their mentor
- The mentor is to report daily to parents until there is an improvement in their behaviour
- If appropriate, mediation meetings with key staff to support both the adults and the student
- A report card with personalised behaviour goals provided by the SENDCo and to be signed by each teacher each lesson/activity

### 9.1 Pupil support

CAL recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic, (see Appendix 2) from being at a disadvantage. **Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.**

The school's 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, an educational psychologist, medical practitioners and/or other external providers, to identify or support specific needs.

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



## 10. Pupil transition

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

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

## 11. 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 and only by Team Teach trained staff members
- The needs of the pupils at the school and regular CPD and meetings with the SENDCo
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

All staff training logs can be found in the school office or on Teams.

## 12. Monitoring arrangements

### 12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Head of School and Governance. The data will be analysed from a variety of perspectives including:

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

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





## 12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher, staff, governance and Proprietor, at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Head of School.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the head teacher and Proprietor annually.

## 13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying Policy
- Whistleblowing Policy
- Managing Allegations Policy
- Induction Policy
- Mental Health & Wellbeing Policy



## Appendix 1: Written Statement of Behaviour

### Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Governance also emphasises that violence or threatening behaviour will not be tolerated under any circumstances. This written statement of behaviour principles is reviewed and approved by Governance annually.



## Appendix 2: Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful for a school or individual to discriminate against the parents or carers because of their protected characteristics or because an individual perceives them in that manner.

## Appendix 3: UNICEF Rights Respecting Schools

For the purpose of this policy, any reference to government applies to the CAL community.

This list is not exhaustive but the pertinent ones to CAL are outlined below. The following rights of a child & young person are observed at CAL:

**Article 1:** Everyone under the age of 18 has all the rights in the Convention

**Article 2:** The Convention applies to everyone: whatever their race, religion or abilities whatever they think or say, whatever type of family they come from

**Article 3:** The best interests of the child must be a **top** priority in all things that affect children

**Article 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

**Article 13:** Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

**Article 14:** Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right

**Article 15:** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights

**Article 16:** Every child has the right to privacy. The law should protect the child's private family and home life

**Article 19:** Governments (and CAL) must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or **anyone who looks after them**

**Article 23:** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments (and CAL) must do all they can to provide support to disabled children

**Article 28:** Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**Article 30:** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live

**Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

**Article 37:** No child shall be tortured or suffer other cruel treatment or punishment