



# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

This is a Category B policy. It applies to all schools in the Trust, with school-specific elements approved by the Local Academy Committee. It is a statutory policy which must be published on the school's website.

Last review date	June 2025
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<b>Approved by (SCHOOL NAME) Local Academy Committee for the (XXXX/XX) academic year</b>	
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## Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
1	All	New policy
2	All	Approved by the Trust Board
1.1	Introduction Malicious accusations	Six Es updated to three Inclusion of 'related policies' section Inclusion of Legislation and Statutory Requirements 'Accusations' amended to read 'allegations'. Whole section updated in line with The Key for School Leaders' Model Policy
2.2	All	Updated in line with DfE revised behaviour in schools guidance and suspension and permanent exclusion guidance
3.0	All	Updates approved by the Trust Board 20/10/22
3.1	All	Reviewed in line with latest DfE guidance including searching and screening.
4.0	All	Approved by Trust Board May 2023
4.1	All	Reviewed by Executive Leader for School Improvement
5.0	All	Approved by Trust Board 3 July 2024.
6.0	All	Approved by Trust Board 30 June 2025

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## 1. Introduction

The Leading Edge Academies Partnership (the 'Trust') is a group of six distinct and unique schools located in beautiful coastal and island settings in Cornwall and the Isles of Scilly. We are fortunate to include a mix of primary and secondary schools, as well as an all-through school with boarding provision and off island bases. This diversity makes for a dynamic and varied perspective.

We offer a values-based education to the communities we serve and welcome employees, pupils, parents/carers and volunteers from all different ethnic groups and backgrounds. The Trust achieves its vision and mission through co-construction, with everyone empowered to shape the future and contribute towards the Trust's success.

The term 'Trust Community' includes all employees, trustees, governors, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our three 'Es' as follows:

- **Excellence** – 'Outstanding quality'
- **Evolution** – 'Continuous change'
- **Equity** – 'Fairness and social justice'

This policy is based on the values of '**Equity**' and '**Excellence**'

### Related policies

This policy should be read in conjunction with other relevant Trust and school policies including:

- Anti-bullying Strategy
- Attendance
- SEND
- Safeguarding and Child Protection
- Health and Safety
- Suspensions and Exclusions
- Child on Child Abuse

## 2. Aims

This policy aims to:

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

## 3. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

In addition, this policy is based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 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.

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

#### **4. Behaviour Principles**

This policy is based on the following **behaviour principles** which are expected to be adopted by all schools in the Trust:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are actively involved in managing behaviour to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

#### **5. Restorative Practice**

The Trust encourages restorative practices. Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

The underpinning restorative principles of Trust Schools emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement and respect
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, including their views and feelings
- empathy with the feelings of others
- fairness

- commitment to equitable process
- active involvement of everyone in school in making decisions about their own lives
- a willingness to create opportunities for reflective change in pupils and staff

## **6. Roles and responsibilities**

### **6.1 The Trustees**

The Trustees are responsible for setting the Behaviour Principles for all schools across the Trust and approving the Trust-wide Behaviour Policy. The Policy includes school-specific elements for schools to add their own rules procedures for rewards, sanctions and monitoring.

### **6.2 The Local Academy Committee**

The Local Academy Committee is responsible for:

- Approving the school specific elements of this policy.
- Monitoring the effectiveness of the policy.
- Holding the headteacher to account for its implementation.

### **6.3 The Headteacher**

The Headteacher is responsible for:

- Implementing the Behaviour Policy
- Ensuring that all pupils understand the behaviour policy and are helped to take responsibility for their actions
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring 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

### **6.4 Teachers and employees**

Teachers and employees are responsible for:

- Creating a calm and safe environment for pupils.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through their 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 how their own behaviour models the school culture and how they can uphold school rules and expectations.
- 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.

### **6.5 Parents and carers**

Parents and carers, where possible, should:

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

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

### **6.6 Pupils**

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

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

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.

## 7. Behaviour expectations

### 7.1 Code of Conduct

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that children should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe.

Therefore, our standards are:

- That children arrive on time to school and lessons, ready to learn.
- That children consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That children move around the school in a calm and orderly manner, following the school's circulation plan including 'one-way systems and other instructions where these are in operation.
- That, at all times, children act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That children follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That children always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That children behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That children engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That children always act in a way which keeps themselves and others safe.
- That children report concerns or conduct which breaches these actions to a trusted adult in the school.

#### **Specifically, children must not:**

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal, or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

## 7.2 Mobile phones

Mobile phones may be brought into school but must be turned off and handed into school office each morning and collected at the end of the day. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning. Pupils are not permitted to wear 'smart watches. Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

## 8. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

We praise and reward children for good behaviour in a variety of ways:

- Teachers & Teaching Assistants congratulate children.
- Teachers award children with Dojo points for positive attitudes and exhibiting positive learning characteristics and demonstrating the school's values of Equity, Excellence and Evolution.
- TAs give children Dojo points both in class and at break/lunch times
- Each week, class teachers nominate children for a star of the week and Ludgvan Learners certificate, which promotes positive learning behaviours that benefit individuals and the whole group.
- Certificates and prizes are awarded in the school celebration assembly
- We award praise stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to speak about their achievements in assemblies.

## 9. Responding to misbehaviour

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

### 8.1 Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Breaches of the school's code of conduct as outlined above in point 7.1.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules and code of conduct.

- 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:
- Vandalism
- Theft
- Physical assault and/or fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

**Prohibited items** include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, e-cigarettes, vapes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **9.2 Sanctions**

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in the Appendix to this policy in the Consequence Framework Following a sanction or consequence. The school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

## **9.3 Suspensions and permanent exclusions**

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy

## **9.4 Supporting pupils following a sanction**

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

When a child receives a sanction or consequence, we see this as an opportunity to help them learn and grow. Our focus is on understanding what happened and supporting the child to make positive changes so they can meet our school's standards.

This support may include:

- A reintegration meeting after a suspension, to welcome the child back and agree on next steps together.
- Regular mentoring with a trusted member of staff who can listen, guide, and encourage progress.
- A personalised behaviour support plan that sets clear goals and strategies tailored to the child's needs.
- Targeted interventions to address any underlying challenges that may be affecting behaviour.

## 10. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy available on the school's website or by request through the school office.

## **11. Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Safeguarding and Child Protection Policy and Child on Child Abuse Policy for more information.

## **12. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

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

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

Please refer to our Safeguarding and Child Protection Policy for more information. This can be found on the school's website or by request from the school office.

## **13. Responding to misbehaviour from pupils with SEND**

### **13.1 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 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 causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavors to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care Plan (EHCP), 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 and reasonable adjustments to mitigate against these occurring.

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

Examples of such measures might include (but are not limited to):

- Short, planned movement breaks for a pupil with SEND

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements
- SEND-specific training for staff
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **13.2 Adapting sanctions for pupils with 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 considering a behavioural sanction for a pupil with SEND, the school will take into account whether the pupil's SEND was a contributing factor in the misbehaviour and if so whether the school had put in place reasonable adjustments and/or whether the provisions set out in the EHCP were in place (where applicable).

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.

### **13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

### **13.4 Pupils with an Education, Health and Care Plan (EHCP)**

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

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

## **14. 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 and reported to parents INSERT WHERE/HOW

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.

## 15. Confiscation and searches

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

Procedures for searching pupils are outlined in Annex A.

### Confiscation

Any prohibited items (listed in section 9.1) 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 considered detrimental to the learning and/or welfare of the pupil and/or others in the school community. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## 16. Off-site and online misbehaviour

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

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

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

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

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

## 17. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher or Assistant Headteacher 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, if 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.

## **18. Malicious allegations**

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs 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 Safeguarding and Child Protection Policy, Allegations of Abuse Against Staff Policy and Child on Child Abuse Policy for more information on responding to allegations of abuse against staff or other pupils.

## **19. Monitoring arrangements**

### **19.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Term by the Headteacher.

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

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

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

### **19.2 Monitoring this policy**

The Trust will monitor implementation of this policy in all Trust schools, and implementation of the policy at school level will also be monitored by the Local Academy Committee.

This policy will be reviewed and approved annually by the Trust Board. It is a Category B policy and applies to all schools in the Trust, with school-specific elements approved by the Local Academy Committee.

## Annex A: Consequence ladder

### Strategies to deal with unwanted behaviour - (Before using the consequences framework)

#### During lesson times

- Reminders and clear choices
- Pause and look
- Quietly remove an item if they're fiddling (unless a fiddle toy is agreed as part of SEND)
- Scaffold learning
- Praise those displaying good behaviour
- Impersonal approach (e.g. "Someone is tapping their board and I expect them to be looking this way, ready to learn")
- Peer pressure (e.g. "Your good behaviour will allow others to learn")
- Spots to sit on / seating plan
- Reiteration of expectations / Use whole school language (At Alverton it is expected that.....)
- Be consistent in the way you deal with unwanted behaviour

#### Indoor shared areas

- Quick reminder of expectations
- Ask a child to go back and walk properly
- Ask 'What should you be doing?'

#### Playground/field

- Quick reminders of expectations and consequences
- Be very explicit of the exact behaviour you do/do not want to see
- Give clear choices
- Explain reasons why certain behaviours are not acceptable
- Maintain close supervision of any problem areas or issues that have arisen

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. The sanctions say 'miss part of break times', rather than the whole break time. This is to allow for fresh air, comfort breaks and snack to enable the pupils to be ready for the next stage in their learning. These will be supervised by an adult.

Stage	Behaviour	Consequence	Staff responsible
5	Leaving the school grounds without permission Repeated offensive Behaviour Racist behaviour Physical, verbal or cyber bullying High level vandalism PERSISTENT STAGE 4 BEHAVIOUR	Permanent Exclusion Suspension Parental meetings Behaviour plan	Senior Leadership Team
4	Leaving the classroom without permission and not returning. Repeated refusal to follow instructions of any member of staff. Verbal abuse towards staff	Suspension Internal suspension Miss part of several break times to reflect on behaviour and 'put it right' Parental meetings Referral to SLT	Senior Leadership Team

	Using racist language Violence towards another pupil. PERSISTENT STAGE 3 BEHAVIOUR		
<b>3</b>	Refusal to take part or follow staff instructions Being very rude to staff Using rude offensive language Causing another pupil physical harm Low level vandalism PERSISTENT STAGE 2 BEHAVIOUR	Miss part of several break times to reflect on behaviour and 'put it right' Contact with parents Privileges such as trips and clubs considered.	Senior leadership team.
<b>2</b>	Well below teacher expectations of quality or quantity of work. Disrespect towards staff requests Hurting another child's feelings Damage to school resources PERSISTENT STAGE 1 BEHAVIOUR	Miss part of one break time to have a reflective conversation or complete work. Restorative work with staff or pupils involved. Restorative work to school resources	Class teacher SLT informed
<b>1</b>	Negative attitude towards learning Distracting other children's learning Negative attitude towards staff Disrespect towards other children Disrespectful use of the school	Verbal warning	Class Teacher Teaching Assistant

## Annex B: Searching Pupils

### Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept on CPOMS.

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.

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 to be searched
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- Explain to the pupil what a search entails – e.g. by stating, 'I will ask you to turn out your pockets and remove your scarf'

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

If they still refuse to co-operate, the member of staff will contact the Headteacher or Assistant Headteacher to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 9.1, 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, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, 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 9.1) 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 9.1
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 9.1), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3) or items listed in the school rules as banned items. A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.